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Universities v the people

Lord Beloff made an interesting remark in his address to the annual meeting of the Conference of University Administrators in Cardiff last week. Universities, he said, are in their essence non-democratic institutions.

His immediate context was the inability of the universities to compete successfully for public favour with nursery or primary schools within the total education budget, and so the need to create a separate ministry for higher education and science which would decrease such direct competition for resources. In fact a quick comparison of the growth rates of expenditure on higher education and on nursery schools, and of unit costs in the various levels of the education system do not really support Lord Beloff's conclusion that universities and polytechnics have suffered from being responsible to a unified Department of Education and Science, so he has probably chosen a bad example. But his remark nevertheless remains a fascinating one. To unpack it and examine its different meanings can be a useful exploration of the social psychology of the modern British university.

Lord Beloff's remark with its startling evocation of universities versus the people provokes three main reactions, which in turn sum up neatly three broad views of the proper relationship between universities and modern society. The first is the instrumental view. This view readily acknowledges that universities are unpopular in the sense that they still stand slightly apart from the practical world, but insists that they must be more closely incorporated into modern life.

At this point the instrumental view bifurcates into two variants which can be conveniently labelled "left" and "right". The former stresses the social isolation of the universities, and so emphasizes measures to increase access to them. This could be called the super Robbins variant. The latter stresses the economic isolation of the universities, and so emphasizes measures to increase their utility and relevance. This could be called the manpower planning variant. Of course, the two overlap. Improving access will almost certainly require universities to become more relevant and so enhance their utility, while emphasizing utility will increase their relevance and so stimulate greater access. Furthermore, both variants disregard the claim of higher education to stand, however slightly, apart and so accept Flexner's contention that the modern university has or should become "an expression of the age".

The second view is normally stigmatized as elitist but is perhaps more simply and neutrally described

as the autonomist. This view too acknowledges that universities are unpopular in the same limited sense, or to borrow Lord Beloff's more direct phrase "are in their essence non-democratic institutions". But with Lord Beloff it believes that this is a proper because inevitable state of affairs. Only by standing apart from the practical world can universities realize their full potential and so their ultimate utility. For them to go whoring after the false gods of popular engagement, whether in the form of much extended access or much more direct and immediate relevance is to misunderstand the true function of higher education.

'It is not reasonable to expect a common relationship with lay society to prevail across all institutions, activities and disciplines'

This view too can be divided into "left" and "right" variants. The former holds that it is the role of the university to act as both the critical conscience of society, and "safe house" institution in which strategies of opposition to the prevailing social order can be developed. If the university comes to regard itself as the servant of immediate social and economic needs, it undermines its capacity to fulfil this vital role. The latter holds that universities above all must be about excellence. It must outstrip the highest standards in both teaching and research, standards that cannot be attained and so appreciated by the great differences of the people. But despite these differences the university should stand apart.

The third view could be called the liberal view, but a better description might be Whig because the word conveys the proper mixture of conservatism and radicalism that is such a strong strain in British culture. This is much the most muddled of the three; yet despite or because of this it is also much the most widespread. Its broad argument can be presented in two ways. Either it can be argued that the overriding claims of education must claim priority over the claims of the state, or that education must claim priority over the claims of the market. The second view is normally stigmatized as elitist but is perhaps more simply and neutrally described

and best interests of society to concede to higher education the maximum possible degree of autonomy. Alternatively it can be argued that "excellence", or less contentiously the cultivation of rationality, is indeed the ruling value of higher education; but that it can best be protected by making sure that universities are "an expression of the age". To put it in crude and selfish terms, universities can only get the resources to maintain excellence in teaching and research if they are seen to be engaged in and relevant to contemporary needs. In less parochial and more altruistic terms it can be argued that both the concept and the forms of excellence are enriched by their social context. If this is ignored the excellent degenerates into the irrelevant and ultimately into the plain mediocre or false.

The safe conclusion, of course, is that British higher education is sufficiently diverse to accommodate all three views of its proper relationship with mass society. So the polytechnics can be labelled instrumental institutions and the universities as autonomist ones. Or, if this contrast breaks down as it must on the most casual examination, disciplines can be similarly labelled - medicine as instrumental, history as autonomist, sociology as... well, Whig does not sound quite right. This contrast too soon breaks down. However, both attempts to secure such a contrast do help to underline the point that even in such a restricted system of higher education as Britain's it is not reasonable to expect a common relationship with lay society to prevail across all institutions, activities, and disciplines.

Another equally safe conclusion is that Lord Beloff's remark about the non-democratic essence of the university leads ultimately to profound questions about the character and objectivity of knowledge. Some will emphasize the partiality, in a literal sense, of all knowledge and this will lead them to favour the view that regards universities as "an expression of the age". Others will emphasize the integrity and invariability of knowledge, in its methods if not its results, and so place a higher value on the autonomist view.

If in the end it is the Whig view that must prevail, it is as much because of its ambiguous comprehensiveness as its intellectual consistency. It is simply not feasible to accept with enthusiasm or even equality that universities "are in their essence non-democratic institutions" because to practical terms that would condemn our present system of higher education to decline. Lost would not only be the exorcism of mass expansion but also perhaps the institutionalized process of rationality itself.

The administrative estate

The Conference of University Administrators celebrated its tenth birthday at its annual conference at University College, Cardiff last week. More than 400 people, ranging from registrars to the most recent recruits, attended the two-day meeting which was divided into no fewer than 75 working sessions. The CUA therefore can fairly claim that it is running the largest and most sophisticated universities' conference in Britain, bigger and better than anything organized by either the vice chancellors or the Association of University Teachers. In a sense the CUA could be regarded as a faint successor of the old home universities' conference.

Perhaps there is a moral in this somewhere. We may have a long way to go before British universities approximate to the American pattern where higher education is run by administrators with enough academic

standing to command respect among the teachers they order about. But it is difficult to ignore the growing evidence for the emergence of an administrative estate in our universities. This new estate, of course, includes vice chancellors and senior academics with administrative responsibilities as well as public administrators. But the latter are far from being the passive servants of their academic masters. Today they have become junior partners. And tomorrow?

The reasons for the rise of the administrators were plain at Cardiff. The range of subjects covered by the working sessions demonstrated two points. First, professional administrators now have a detailed knowledge of the techniques of management without which the modern university will not run. From computers through personnel to the Second, administration in, however

neutral or self-effacing a manner as becoming embroiled in the most important policy questions facing universities today - restructuring, finance, relations with the non-university sector.

One final reflection. With the decline of the "donnish dominion" as the academic profession is pushed out of power or abdicates its former responsibility for government, the administrator becomes the university's *de facto* administrator. In a sense the administrator becomes the last defender of the liberal university because the only alternative is a complete lay control. University administrators with their unashamed professionalism may play a key role in maintaining the integrity of the university as an institution. On the long slow road from registry to presidency they are making quiet progress. The CUA's strength and reputation are evidence

Laurie Taylor



Dear Dr Turpin,
Thank-you for your kind and encouraging words. I certainly look forward to acting as your external examiner in the next three years and very much share your belief that such independent evaluation by our peers is more than ever necessary now that the prospects for rapid movements of staff between universities are so significantly curtailed.

But to work. Thank-you for letting me have a copy of the first draft of your proposed examination questions for the General Paper on the BA (Hons) course in World Culture. This seems relatively straightforward but there are perhaps one or two little points which might be borne in mind when your examination committee prepares the final version.

May we start with Question 2 on Section 1, *Critical Issues in Academic Epistemology*? At the moment this reads as follows:
"A long time ago there wasn't really any such thing as art, or at least not with a capital 'A', because everybody, well nearly everybody, just did it for without thinking it was anything special but because of things like the Industrial Revolution it became an official sort of separate from the ordinary people who then turned a mass culture which was perfectly alright in its own way." Discuss.
I wonder here if it might be better, more productive of a coherent answer, if you felt able to substitute "Critically Evaluate" for "Discuss". I do sometimes find that such a phrase helps to concentrate the minds of those students who are inclined to wards generalities.

Further down the same page, I feel that there is a slight possibility of ambiguity in Question 5(a), where at the moment you have:

Write brief notes on any two of the following people:

Bacon
Freud
Wilkinson
Wagner
Mead

I think that you need to make it absolutely clear here that you are talking about *Margaret Mead*. There is always a danger that some students will go for G. H. Mead, the Chicago philosopher. Otherwise no major problems.

Nearer the bottom of the page a tiny point about Question 8. I think it better here to write "Goethe". At the moment you have "Gerter", and while this is of course phonetically correct it may be misleading to those who have only encountered the name in print.

Section B is pretty well all plain sailing. The question on the Renaissance is well phrased and I'm pleased to see Kierkegaard represented here even if only in your *Question on Man*. Our section incidentally I assume that Question 1 refers to a typographical error. I refer to the second sentence where you use the phrase "Artesian well". In a context which suggests that what you really had in mind was "Cartesian well". Perhaps you could have another look at this one.

In conclusion may I assume that the pencilled sentence at the bottom of Section B which simply reads "Has Lapping finally taken leave of his senses?" is in fact no item of student business (rather than an additional examination question)?

Yours sincerely
H. SEVERING (External Examiner)

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Jobs shareout 'a rerun of 1981'

by Ngaio Crequer

The allocation of "new blood" and information technology posts to the universities looks like a rerun of the July 1981 cuts, with some of the technological universities again faring badly.

A Government announcement on the distribution of posts under two schemes set up to attract young researchers into the universities is expected next week. Two hundred and forty-two "new blood" and 70 information technology posts were on offer.

London has scooped 42 of the "new blood" posts. Of these four are in the humanities: philosophy at King's; Spanish at Westfield; the culture and language of Africa at the School of Oriental and African Studies, and German at University College.

Two London colleges, UC and Imperial get ten posts each, QMC gets three, St Mary's medical school three, St George's medical school

two, and a number of other medical schools and colleges one each.

London gets 14 per cent of the information technology posts available, with Queen Mary College getting three and a half, three going to Imperial, two to UC and one to Birkbeck.

Not surprisingly Oxbridge comes next, Oxford being given 16 science and one arts "new blood", and four IT posts. The science posts are in medicine (five), and chemistry, biology, psychology, mathematics, physics, engineering, physiology and metallurgy.

Cambridge has got one arts (ethnics) and 17 science including surface physics, biotechnology, psychology, biophysics, organic chemistry, biochemistry, of soil materials, virology, computational physics, neurobiology, mathematical physics, engineering, rapid processing of materials, mechanics, experimental psychology and physiology, plus six ITs.

Dr Ian Nicol, secretary general of the faculties is considering writing to the University Grants Committee to complain about the time Cambridge wasted putting its 60 applications in order. He said it was clear the UGC had taken no notice of the order when making the awards.

Further complaints to the UGC, the research councils, and ministers, are likely to come from Stirling University which, to great surprise has been given no IT posts, though three "new blood" (psychology, chemistry and aquaculture).

Stirling has a chair in information technology funded by Central Region and Wang Laboratories, the American microprocessor company is to set up a £40m manufacturing plant on the campus.

Professor Duncan Timms, vice principal said: "This is a real failure to grasp a development opportunity, particularly because of the presence of Wang on the site. We have attracted external funds for a chair,

involved two major companies in teaching for our course and hope to get Scottish Education Department studentships.

"Yet all this is bought to the UGC and the Science and Engineering Research Council. I am caused to look back at 1981 and one starts to become paranoid. What are we doing wrong?"

Salford University is also disappointed, with only two "new blood" posts (artificial intelligence and applied acoustics) and no IT posts.

City University has one "new blood" (physics) and no IT, and also thinks that innovation in some areas has gone unrewarded.

Keele has been granted one "new blood" (neuroanatomy), and Aston three "new blood" (pharmacy, mechanical engineering and modern languages) and two and a half in IT.

Hull has three "new blood" (analytical chemistry, robotics and continued on page 3)

Sir Keith's few words could cost councils £10m

by John O'Leary

Local authorities may face bills totalling £10m a year while universities and voluntary colleges receive full compensation as a result of long-awaited decisions announced last week by Sir Keith Joseph, Secretary of State for Education and Science, on the definition of an overseas student.

Sir Keith ended three months of uncertainty since the House of Lords' judgment on ordinary residence by adding a mere 36 words to the awards regulations. Previous attempts to draft retrospective legislation cutting out reimbursement claims from those wrongly refused grants since 1979 were largely responsible for the delay.

The new regulations prevent an intending student claiming to have been "ordinarily resident" in Britain if he or she has been in the country wholly or mainly for the purposes of receiving full-time education. But those who applied in writing and were refused mandatory awards in the last four years will be eligible for reimbursement.

No details of fees policy were included in Sir Keith's statement, although he made clear his intention in future to "retain the differential arrangements which have in fact existed for many years". A further announcement on fees is expected in the next few weeks and is likely to be a tougher line on retrospective claims.

Local authority leaders met Sir Keith shortly after his announcement and expressed dissatisfaction that they had not been consulted before, although they welcomed the general content of the advice given.

In a statement this week the Council of Local Education Authorities expressed concern about the absence of any similar guarantee of reimbursement to that given to the universities and direct grant institutions. It is understood that there should be no discrimination.

The United Kingdom Council for Overseas Students (UKCOS) was critical of the conditions attached to eligibility for reimbursement. Mr Alan Partridge, UKCOS's acting executive secretary, said that the stipulation that claims had to have been submitted

in writing would cut down numbers drastically while those who had accepted official advice not to apply were being ignored.

He said: "We are concerned that not only has it taken the department three months to work out a 36-word amendment but their attention was drawn to this problem by ourselves and, three years ago, by a select committee. If they had acted promptly at that stage, an awful lot of difficulty would have been avoided."

Acting on high-level legal advice the National Union of Students is to investigate the possibilities of a test case to establish its belief that students resident in the UK before 1978-79 are entitled to awards.

Mr Neil Stewart, NUS president, commented: "This announcement is an admission by the Government that thousands of overseas students have been robbed of millions of pounds worth of financial support over the past 20 years."

NUS is to collate the aid of MPs of all parties to try to block the regulations in Parliament. Mr Stewart said,

"I think that you need to make it absolutely clear here that you are talking about Margaret Mead. There is always a danger that some students will go for G. H. Mead, the Chicago philosopher. Otherwise no major problems."

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Yours sincerely
H. SEVERING (External Examiner)



Edinburgh rock cake... the university's principal, John Birrell, holds a cake model of an eighteenth-century tenement which has been restored to provide student accommodation, at the window of one of the rooms.

Two neighbouring derelict tenements are also to be refurbished, providing rooms for 80 students in 23 flats.

The three tenements are among the oldest on the city's south side, and the £200,000 project is being supported by the Historic Buildings Council for Scotland and Edinburgh District Council.

The CNAA shows a £2m 'profit'

by David Jobbins

A record surplus of £2m is to be announced by the Council for National Academic Awards which validates courses in polytechnics and colleges.

It will enable the CNAA later this summer to freeze its £75 registration fee for each student until the end of the academic year 1984/85.

The surplus of income over expenditure for 1981/82 is the latest instalment of a dramatic improvement in the CNAA's finances since it was in a loss-making position in the mid-1970s.

But it derives less from the council's own actions than from the success of the polytechnics in admitting thousands of students unable to win university places because of the cuts.

Dr Edwin Kerr, the CNAA's chief officer, says the record surplus was unplanned.

"When in June 1980 the council set the fee level for the September 1981 intake, it planned, on the basis of advice from the departments of education, for a plateau in student numbers and to break even or make a small surplus."

But student numbers in the public sector rose more sharply than anyone had anticipated, and the CNAA also underestimated the reduction in the rate of inflation and the moderation of pay increases.

Other contributory factors are the rate of return in the money markets - 43 per cent on the accumulated reserves of more than £5m - and the CNAA's internal housekeeping which has kept its costs down.

"We realize we have now built up fairly sizeable reserves which are now greater than one year's expenditure by the council, but will not be running them down towards zero. We believe it is prudent to have some reserves because of the uncertainties of the future."

The CNAA is unlikely to take a decision on the registration fee beyond 1984/85 because of these uncertainties - the effect of the impending reduction in the 18-year-old population and any decisions the Government may make about student intakes into the public sector.

But the announcement is sure to provoke reactions both from polytechnic directors already concerned at the so-called hidden costs to institutions of external validation by the CNAA and from students, particularly those not in receipt of mandatory awards.

One senior polytechnic director said the CNAA had underestimated student numbers over the past five to six years to an absurd degree. The more it collected from students the less there was for the whole of higher education.

An exercise carried out by the Committee of Directors of Polytechnics more than three years ago suggested the hidden costs could amount to £300,000 a year in a typical institution.

Dr Ray Rickett, director of Mid-dlesex Polytechnic and a past chairman of the CDP, said: "Five million pounds would seem a rather large reserve to have available. I hope it would be possible to find some way for polytechnics to retain a percentage of the registration fee in these times of severe financial stringency."

News in brief

Poly spills over into summer

Middlesex Polytechnic is to introduce a five-week summer school which, it claims, will make it the first polytechnic to extend its academic year into the summer.

The courses, which will lead to a degree credit in the performing arts, literature, history, languages, social science or information technology, are open to those wanting experience of higher education as well as current students who want to gain an extra credit. Fees range from £50 to £130.

Foundations rock

The Open University senate is to consider cutting the compulsory foundation course element in its undergraduate degrees by half. At present students must take two foundation courses out of the six courses needed for a pass degree; (eight for honours). A motion urging this change was passed by the OU Students Association at its annual conference in York.

Holiday island

A water sports centre on an island in the Thames near Hampton Court is one of the conference and holiday sites which the Inner London Education Authority's new marketing officer, Mrs Angela Hatton, will be trying to sell for use during holidays. The authority considers that its potential revenue could be much higher than the £250,000 which it earns at the moment.

IT spreads

Two new initiatives in information technology have been set up by polytechnics. The Polytechnic of Wales has launched the South Wales Microsystems Centre offering a computer consultancy service to business staff and Nottingham City Council is giving Trent Polytechnic's Small Business Centre £7,000 to fund a one-year development fellowship in "information technology and the smaller firm".

£1m for mammals

A grant of £1m has been made by the Medical Research Council and the Agricultural Research Council to set up a research group in comparative physiology. The group will carry out a multidisciplinary study of mammalian developmental and reproductive biology using the facilities at London and Whipsnade zoos.

Medium-term

Saint David's University College, Wales, has launched a unique MA course on Death and Immortality. Students will take a core course on the arguments for and against the idea of a future life which will include "evidence" from people resuscitated from near-death. This will be followed by three options from a choice of eight.

Euro research chain planned

by Jon Turney
Science Correspondent

The Council of Europe plans to set up a network of centres of excellence across Europe for postgraduate research and training.

Council staff are already framing a small number of pilot projects. These will be evaluated before a proposed meeting of European research ministers in 1984, which will consider science policy problems.

The French president, Francois Mitterand, suggested the new network for postgraduate work to the council's Parliamentary Assembly last September. The aim is to encourage progress in highly specialized fields by bringing together the best researchers from universities and institutes in the council's 21 member countries. Most of the centres would focus on science and technology, but there would also be some in the humanities.

Jean Pierre Massu, the head of the council's division for higher education and research, said the European centres of excellence

would have three aims: training of specialists early in their research careers; periodic reviews of advanced research; and promotion of cooperative programmes.

M. Massu discussed a paper giving details of the proposals with Mr William Shelton under-secretary of state for education, in London last week. In the paper he suggested that setting up centres of excellence could strengthen Europe's scientific and technological potential by improving mobility among researchers and making existing exchanges between European universities, polytechnics and laboratories more productive.

Initially, the project will be based on European scientific networks that the council has already established. These range over several disciplines, and specific subjects for intensive training courses and workshops include particle physics, aerospace medicine, archaeology, solar energy and marine resources.

Council officials want to build on these existing links as a low-cost way of testing the effectiveness of tightly focused centres of excellence. The

areas chosen will involve a few high-level specialists, certainly less than 50 in any single sector. If the scheme expands to take in new subjects, the European Science Foundation may be asked to help choose the centres and administer transfer of researchers.

M. Massu and two council colleagues also discussed the rest of the draft agenda for the mooted meeting of research ministers with Mr Shelton and Mr John Osborn MP, the chairman of the council's joint committee for scientific cooperation. European foreign ministers will take the final decision on such a meeting in Strasbourg at the end of the month.

If it goes ahead, the meeting will consider drawing up the European science policy, including a review of the main European scientific and technical investments.

It will also look at proposals for a European Centre for University Research within the framework of the Council for Europe. The networks now being studied are seen as a first step towards it.

No limit to Leeds tenure

by Ngaio Crequer

The University of Leeds has rejected proposals by the Committee of Vice-Chancellors and Principals for limiting tenure by creating established and unestablished posts.

The response, from the university's senate and council also points to "opposition to the introduction of an explicit provision for termination of academic appointments on the grounds of compelling reasons of financial exigency."

Leeds does not have a "good cause" provision in its charter and statutes although there are procedures for dismissing staff for "disciplinary" or "non-disciplinary" reasons.

During recent restructuring the university took counsel's advice on the contractual position of academic staff and was informed that termination of appointment was possible where "the requirement for a particular kind had ceased or diminished."

As a result of this advice, the Leeds view is that there is no need to change its statutes or contracts, but it has also ruled out redundancy for financial reasons.

Leeds is one of only a few universities formally to respond to the CVC's plan of "unestablished" fixed-term posts for up to eight years, and lists eight disadvantages:

- Any deterioration in job security would have a deleterious effect on recruitment, particularly in those areas where the university cannot match employment terms available to good candidates in industry or the professions.

- Security of tenure which exists for good candidates now will make them unwilling to seek a post where tenure would be held up for eight years.

- Candidates for lectureships should require first and higher degrees; and also postdoctoral work.

- Although some staff would have no problem finding outside employment, staff in many disciplines would find themselves ill-equipped to compete outside.

- The transition period during which the new arrangements would be introduced, and in which all appointments would be "unestablished" would add individual uncertainty to institutional uncertainty.

- The scheme is aimed at promoting flexibility for universities but limits appointments at the earlier, and often most productive part of an academic career. Moreover universities would prefer the flexibility among longer serving staff.

- The requirement to demonstrate academic achievement during the three and five year appointment periods would militate against long-term research.

- The proposal would not encourage mobility as staff would continue in fixed-term appointments at their own institution either until they received an "established" post or until their "unestablished" post was renewed.

Warwick files for divorce

by Karen Gold

Warwick University, whose extramural classes are held under the aegis of Birmingham University, has drawn up proposals for its own breakaway department of adult and continuing education.

The University Grants Committee has agreed to consider sympathetically funding a chair for the new department, and two or three new posts are also envisaged, according to the director of Warwick's institute of education, Professor Gordon Lawrence.

But Birmingham has vigorously opposed the application, which has the backing of three local authorities, Coventry, Solihull and Warwickshire. Under the proposals Warwick would become the sole provider, whereas before they "belonged" to Birmingham though Warwick provided classes on its behalf.

The proposals are now being considered by the Department of Education and Science, since they were contained in an application to it from Warwick for "responsible body" status.

This is a historic arrangement granted to about half the English universities and various other bodies - such as the Workers' Educational Association - whereby the DES pays 75 per cent of their staffing and associated costs. It dates back to attempts by redbrick universities to serve their communities by providing extensions classes - largely in the liberal arts though increasingly in science and subjects verging on the vocational. It has been granted only to a few of the new universities, usually - as in the case of Kent and Surrey taking over in their areas from London University - with the parent university's consent.

According to Professor Lawrence,

Token attempt to help academic book sales

by Paul Flather

A special book token scheme to help students keep up their required reading despite high prices and grants falling in value, is being seriously considered by academic publishers.

Relatives and friends could give students a £100 or £150 token to cover a year's supply of recommended books.

Previous surveys have shown students rarely spend the notional amount allowed in their grants for books and stationery, currently £165 a year. A 1975 survey for example showed just 5 per cent spending the full amount, while some apparently bought no course books at all.

The scheme was revealed last week by Mr David Fulton of Granada Publishing at the annual meeting of the University, College and Professional Publishers' Council, which is obviously worried at the fall in student book buying.

Professor Berwick Saul, vice-chancellor of York University told the meeting he was convinced university libraries would improve purchasing this year.

Professor Randolph Quirk, vice-

chancellor of London University is also keen to discover some new scheme to help subsidize student book buying. In February he hosted a lunch to discuss the problem.

First the council in conjunction with the British Library plans to carry out a £6,200 survey of student book buying in the summer. Further data will come in the autumn from the results of a £50,000 National Union of Students survey of how mandatory grants are spent.

The NUS this week remained sceptical of the new scheme. Spokesman Mr Ian Coxon said the real need was the right level of grant, not for students to be bailed out by their aunts and grandmothers. The NUS would also be keen to pursue a relaxation of the Nat Book Agreement governing retail book prices to allow students to pay less for their purchases in campus bookshops.

Latest statistics from the Department of Trade show a fall of 0.8 per cent in real terms in hardback sales, and a rise of 1.5 per cent in paperback sales.

Briefing page 9

Engineers insist on strong voice

University professors are pressing the Engineering Council to ensure strong representation of teachers in the field on the council's new registration board. The Engineering Professors' Conference called last week in Leeds for six members of the board to be selected from a list of nominees from educational institutions running degree courses.

The registration board will oversee accreditation of chartered engineers when the Engineering Council takes over from the Council of Engineering Institutions, which is to be wound up later this year.

The EPC proposed that a nomination system based on an electoral college of delegates from each university and polytechnic should be set up as soon as possible after the board was constituted.

Other resolutions passed at the professors' assembly called on the Engineering Council to develop a more uniform system of accreditation to succeed the present system where individual engineering institutions devise their own procedures, and to help identify engineers' needs for continuing education.

On research, the assembly resolved to press the Science and Engineering Research Council to 'allocate extra money for basic engineering research, and to call on the SERC's science board to try and increase engineers' influence on research priorities.

It also urged the SERC to double the value of its research studentships in engineering departments and asked the University Grants Committee to fund fixed-term appointments for engineering assistants.

Working party to scrutinize Londonderry

The Northern Ireland government has set up a working party to report on advanced further education in Londonderry, looking partly at how the merger of the New University and Ulster Polytechnic will affect it.

Pressure locally and by the House of Commons Select Committee for Education and Science, which visited Ulster last year and is expected to recommend expanding further and higher education there when it reports next month, is thought to be behind the announcement by the Northern Ireland minister responsible for education, Mr Nicholas Scott.

The working group is to report to the Department of Education Northern Ireland, the Western Education and Library Area Board and the steering group overseeing the merger.

It will have members nominated by the Western Board, the NUU and the polytechnic, and will also include the vice-chancellor designate of the new institution, Mr Derek Birley. It is to report within six months.

The group's terms of reference are "to consider the present and prospective demand for both part-time and full-time courses of advanced further education in Londonderry and to make recommendations as to how these needs should be met."

Mr Scott said: "I know that many people in Derry believe that there is real need for a greater provision of higher and advanced further education courses in their area, and they have told me of their view that such provision could contribute significantly to the economic development of the area. I wish to do all I can to respond positively to these needs."

Playing for extra time



Katharine Rogers as Antigone and Richard Durden as Oedipus in a recent Playhouse production

South East wins most in-service aid

by Patricia Santinoli

Three local authorities in the South East were allocated the highest proportion of in-service training grants worth £5.3m to boost in-service training in four priority areas.

The Inner London Education Authority, Essex and Kent county councils will each receive more than £200,000 between this month and August 1984 provided they can put in bids to match this sum.

The scheme, which was announced by Sir Keith Joseph, the Secretary of State for Education and Science at the end of last year, is designed to help the release of up to 3,000 teachers to attend courses in management training, mathematics teaching, pre-vocational education and special educational needs.

About a third of each will be directed to management training and mathematics teaching, with the remainder to the two other areas. Local authorities are expected to contribute an additional £700,000 towards the scheme.

Other authorities which stand to receive substantial sums are Birmingham, Hampshire, Lancashire, Nottinghamshire and Staffordshire, whose provisional allocations range from just under £200,000 to £143,000.

But two outer London boroughs, Kingston and Richmond-upon-Thames and the Isles of Scilly and Wight have fared worst in the scheme which has been calculated on the basis of each area's compulsory school age population. Their grants range from just under £15,000 to a mere £252.

A circular to local authorities also outlines the type of courses which are eligible. These must not involve attendance for longer than 12 months, and most involve 20 full days' attendance.

Twenty-two one-term courses for training head and senior teachers have been listed subject to the approval of the Secretary of State. These are at the polytechnics of Sheffield, Newcastle, Birmingham, Wolverhampton, North East London and Brighton, the universities of Leicester, Keele, Nottingham, Loughborough, Exeter, Bristol and Cambridge (Institute of Education) and seven colleges.

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Teachers say in a new policy document that a mixed loans/grants system will neither extend nor save money either for the taxpayer or individual graduates.

It rejects suggestions that the mixed scheme is the necessary price to pay to open access to all would-be post-school students.

Students, dons and actors are rallying to save the Oxford University Playhouse, a leading regional theatre, which has provided a first audience for many aspiring to the glittering prizes of television, film and theatre.

The university, which is responsible for the 60-year-old theatre, has decided it can no longer afford the £80,000 a year it provides in cash and kind. It has given the Playhouse until September to raise £250,000 or close.

The Playhouse appeal committee, headed by Mr Christopher Ball, warden of Keble College, has already raised £125,000 and is optimistic that it will reach its target.

Among those who began their

careers at the theatre are Dama Fiera Robson, who appeared in the first production in 1923, Leo McKern, Sir John Bettemann, Sir Peter Pears, Dulcie Gray, Diana Quick, Michael Palin, Shirley Williams and Sir Peter Parker. Ronnie Barker, who had his first break at the Playhouse has given £6,000 in royalty earnings to the appeal.

Undergraduates use the theatre for 12 weeks of the year, through their societies such as the Oxford University Drama Society, the Experimental Theatre Club and the University Opera Club. Various gala events are planned, including one on May Day.

New blood allocations

continued from front page

plant pathology) and no IT. Loughborough has no "new blood" but three ITs. The University of Manchester Institute of Science and Technology has four "new blood" (chemical engineering, mathematics, management science and control systems) plus four ITs.

Universities which have done particularly well include Bristol, 12 "new bloods" although no ITs, Edinburgh 11 (botany, computer science, physics, molecular biology, zoology, forestry, genetics, veterinary pathology, agriculture, French and psychology) and six ITs.

Just behind is Glasgow with ten "new bloods" (Scottish history, housing research, two physics, biochemistry, immunology, geology, veterinary pathology, medical geotics, dermatology and naval architecture) and one IT.

Nottingham has done well for its size, with nine (chemistry, two civil engineering, mechanical engineering, mathematics, geography, physiology, botany and psychology) plus one IT. Birmingham has been given eight (chemical engineering, physics, space research, biochemistry, anatomy, medicine, genetics and civil engineering) and one IT.

Manchester has got seven (chemistry, radio astronomy, physics, mathematics, immunology, geology and Islamic history) and three ITs but is very disappointed at having been given no posts, where they have six strong departments.

Engineering has been strengthened at Leeds, which has seven (one each in civil, electrical and mechanical engineering and applied mathematics, pure and applied zoology, Chinese chemistry and geography) and no ITs.

Newcastle has six "new blood" posts (architecture, biology, dermatology, civil engineering, geology, and geography) and three ITs. Liverpool has six (inorganic chemistry, organic chemistry, pure mathematics, metallurgy, physics and dental science) and no ITs.

York has also done well with six "new blood" posts (chemistry - two, biology - two and economics) and three ITs. Southampton has five (politics, economics, chemistry, physics and inorganic chemistry).

Each university will get an addition to its recurrent grant of £20,000 for each post in the sciences, medicine or technology and £15,000 to the arts.

The UGC has said it will support a similar number of new appointments in 1984/5 and next year, unlike now, education will not be excluded from the scheme.

plus two ITs. Bath has five and no ITs.

Sussex has four and three ITs. In the rest of Scotland Dundee has three (biochemistry, civil engineering, mathematics) and no ITs. Strathclyde has three (biological engineering, electronic and electrical engineering, and production management and manufacturing technology) and two ITs.

Aberdeen has three (geology, biochemistry and soil science) and half an IT in natural philosophy (physics). St Andrews has two (physics and art history) and no ITs. Heriot-Watt has two (physics and languages) and two ITs.

Bradford has two (control engineering and pharmaceutical technology) and one IT. Reading has two (physical chemistry and polymer physics) and no ITs. They are very disappointed because they applied for 20.

Swansea has three (mathematics, sociology and anthropology, and biology) and no ITs. Kent got one (chemical physics) and three ITs. Sheffield got four (chemical engineering, chemistry, geology and medical physics) and no ITs.

Durham, strangely, only got two "new blood" posts (chemistry and geology/geography) but thinks this was because many of its staff are young.

Aberystwyth has two and no ITs and Essex has no new blood posts but three ITs.

East Anglia has been allowed three "new blood" posts in chemical science, mathematics and physics and environmental sciences and one IT post.

The UGC has told the universities that appointing bodies for the new staff should include an external assessor and the research councils will be ready to suggest a name.

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The IT posts will earn each university £20,000 per full-time post and £10,000 per part-time post.

HIGHER EDUCATION

That was the year that was

On December 31, 1982, THE TIMES published a special review of 1982 as it appeared to the tertiary sector of education. In separate articles there were examinations of policy, universities, the public sector, unions, teachers training and the National Union of Students. Developments in science, social science, adult education and the problems of the young were also featured. Special reports on higher education in Scotland and Northern Ireland were included, and in the international section, North America, France, South Africa, West Germany and Poland. There was a sampler of the year's features encompassing Sir Peter Parker on pluralism to Dr Roy Richter's analysis of the impact of fashion on the sciences.

The eight-page review has now been reprinted and is available to readers at a cost of 80p each (including postage) from the address below.

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Adults need impetus, says SDP peer

by Karen Gold

A responsible Government could not stay on the sidelines when faced with proposals for a national development body for adult education, said Lord Kilmarnock, opening a House of Lords debate on the Adult and Continuing Education (ACE) Bill.

He said that following ACE's research and advice on the priorities and needs of post-school education, the Government could create a national development body with a wide remit, as advised by ACE's research, to create a national agency for education, training and development, or fund a limited number of development projects to aid education for the unemployed, or arrange for the unemployed to be employed by the Government.

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The job or not, should be expanded and coordinated nationally. The most pressing needs were for an education guidance service; local guidance centres, perhaps operating through Open University study centres; research on open entry, and admissions procedures for adults and distance learning.

The decline in numbers of children and young people, said Lord Kilmarnock, was a good chance to release resources. "This is where a Government would say: 'Right, that is the end of the road, and from now on we are going to redeploy resources, make them work better, make them work for adults and for the country'."

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Lady David, a member of the adult education team, said ACE had brought about a complete change in attitude to continuing education; establishing its right to a central place in the philosophy of political parties.

But the Government should legislate to give further education a legal basis to show its commitment to continuing education, she said.

Lord Swinton, replying for the Government, said it was still considering the question of legal basis, and would make a statement as soon as possible. Nor would be make a statement on the future of ACE.

But he said that any expansion in adult education would depend mainly on the willingness of students or sponsors to pay. "The need as we see it, is to support development in those areas of continuing education which merit the highest priority," he said. "The ACE proposal must be judged against this criterion."



Carl Sagan "real urgency"

'Star wars' protest

President Reagan's hopes to defend his country from Soviet nuclear attack by placing laser and particle beams, microwave devices and other Dr. Who-type gadgetry into orbit has drawn sharp letters of protest, ranging from outrage to ridicule, from scholars, scientists, and military experts.

Astronomer Carl Sagan, a popular author and educational television commentator, managed to collect 16 signatures from prominent luminaries from his hospital bed in Syracuse, New York, last week for a petition urging world leaders to ban the deployment of weapons in space. The document, addressed to all "space-faring nations" has been sent to Mr. Reagan and the Soviet leader, Mr. Yuri Andropov, as well as to influential people in Britain, France, Japan and China.

"If space weapons are ever to be banned," read Mr. Sagan's petition, "this may be close to the last moment in which it can be done." It said that contrary to the President's intentions, testing and deployment of weapons in space "significantly increases the likelihood of warfare on earth."

Among those signing the petition are retired Admiral Noel Gayler, the former director of the US National Security Agency and the former commander-in-chief of the US Armed Forces in the Pacific; Mr. Lee Dubridge, the former president of the California Institute of Technology and White House science adviser to President Nixon; Nobel laureates, physicist Rabi and Hans Bethe, physicist who worked on the original Manhattan project to design the atom bomb; Mr. Christopher Kraft, former director of the Johnson Space Centre; Mr. George W. Rathjens, a political sciences professor at the Massachusetts Institute of Technology; and Mr. Wolfgang K. H. Panofsky, director of the Stanford linear accelerator centre at Stanford University.

Mitterrand treads warily down elitist school corridors

by James Coveney

The current intake of students at the Ecole Nationale d'Administration in Paris, the training school for French higher civil servants, has been given a name, in accordance with tradition: this year it is "Louis Michel", an anarchist who achieved fame during the Paris revolutionary Commune of 1871.

Founded in 1946, the ENA has been described as the most significant innovation in the training of higher civil servants since the Second World War. This *grande école* has provided the French state with a corps of highly competent administrators, one of whom, Giscard d'Estaing, became President while another, Jacques Chirac, is mayor of Paris and leader of the Gaullist party.

But, perhaps inevitably because of its success, the school has been surrounded with controversy. It has been criticized because of the social origin of the majority of its students: some 80 per cent have been described as coming from privileged backgrounds, with only about 4 per cent from working-class families.

Not surprisingly, therefore, the ENA has come under close scrutiny

Liberal scholars out in cold

from E. Patrick McQuaid

CAMBRIDGE, Mass. Another memorandum marking liberal-thinking American scholars for exclusion from government science panels has surfaced, this time in the office of the Interior Secretary, Mr. James Watt.

Mr. Watt denies that a memo requesting "clearance" on 14 scientists from the Republican National Committee, the party's central steering body, is part of an effort to purge the ministry of Democrats. Ten scholars were members of a non-partisan off-shore research advisory panel had "No" written next to their names when the memo was returned to Mr. Watt; none was reappointed.

The panel who are volunteers, advise the Interior Ministry on ways to improve scientific studies of the environmental impact of off-shore petroleum exploration and drilling.

"Republicans are qualified, contrary to what you might think," Mr. Watt said on a television programme

in which he explained the need for new blood on the science consultancies.

A marine biologist appointed to the Outer Continental Shelf Advisory Board by former Democratic President Jimmy Carter and dropped by the Reagan administration called it "unfortunate that politics comes into science advisory work."

Mr. Watt said that appointment to a science advisory panel was not a birthright. "Once you've been appointed to a committee doesn't mean you have a right to be there forever."

A similar list circulated among the hierarchy of the Environmental Protection Agency singled out 50 science advisers as "undesirables" with such remarks as "clean air fanatic" and "a real activist." The author of that memo has been dismissed.

The Interior Ministry's memo is dated January 29, 1982 and is from the secretary's special assistant, Mr. Derrell Thompson, to Carol Wil-

liams, a former staff member of the Republican organization. Under the Freedom of Information Act, a Democratic Senator, Mr. Danle Bumpers of Arkansas, requested a copy of the memo from Mr. Watt's office when he learned of its existence. The ministry replied that it could not locate a copy and the senator obtained one through confidential sources.

Mr. Bumpers has asked the Senate energy and natural resources subcommittee to investigate the matter, which he called "a violation of the spirit and the letter" of the ministry's charter. "Scientific competence, reputation and ability to be representative of important matters of the studies programme" should be the criteria for committee selection, he said.

An oceanographer reappointed to the group said the memo had caused frustration among advisers and was impairing their work.

Return route for teachers

After a spate of resignations among teaching staff at Turkish universities, the country's powerful Higher Education Council has laid down conditions under which they may be reappointed. But the regulation is strict and is not likely to encourage many to return.

The number of voluntary resignations in the present academic year is hard to estimate, but may well be more than 100. Under the new regulations, those who have resigned will need permission from the HEC if they wish to return and may apply only to universities outside the three largest cities of Istanbul, Ankara and Izmir.

Together with other dismissals and terminations of contract, the resignations have led to severe shortages of staff in certain faculties, especially in the capital.

Soviet approach

The new president of the Carnegie Corporation has asked leading scholars in the Soviet Union to help establish a special panel of inquiry to investigate nuclear weapons and "crisis prevention."

Dr. David Hamburg, the psychiatrist and behavioural scientist who left Harvard University to head the foundation in January, is also the president-elect of the American Association for the Advancement of Science. He plans to visit Moscow in May.

Skopje protest

The Greek government's decision to withdraw its students from Skopje University in the Yugoslav republic of Macedonia will be formally raised at next month's meeting of the European rectors' conference in Bergen.

Dr. Aleksandar Andreevski, rector of Skopje, has written to the conference protesting that the Greek ban on students studying in an "international non-recognized language" has caused bewilderment and opposition throughout Yugoslavia.

Dr. Andreevski said the classification of the Macedonian language as "not widely recognized" was not only unacceptable to Yugoslav public opinion. It was also paradoxical, because Greek universities were proposing to recognize qualifications obtained at Skopje, he said.

The book *Why so Few - Women Academics in Australia* says that most female academics regard universities as institutions which discriminate against women. Women regard their professional success when they take breaks to have or rear children, and those who get promotion to the more senior levels are unlikely to have been outside the workforce for any period for the purpose of rearing children.

The book points out that an "academic career" is concerned with continuity, competition and hierarchy, all within a time-scale where reputations should be made and secured early. In this career system anyone who faces job discontinuity and pressing domestic obligations which prevent total absorption in the job, is seriously disadvantaged.

Most male academics think women should carry the prime responsibility for children. If marriage is seen as having a stabilizing effect on men, the researchers write. They found that female academics are less likely than men generally to be married or to have children. If they have children, they tend to have fewer.

Women academics tend to come from families with highly-educated parents and with two or less children. Typically, they have been educated at a private school and are less self-reliant than their male colleagues, but more supportive of women's issues such as contraception, abortion and demand for equal pay.

The book recommends the establishment of "fractional full-time or part-time" appointments, the provision of increased parental leave and child care facilities, and the continuous monitoring of the distribution of women and men by rank and faculty in an effort to overcome the bias facing women in Australian higher education.

Offer declined

Professor Sheldon Glasfior, the Harvard physicist and Nobel laureate, has indicated that he will decline a lucrative offer to join the teaching staff at Texas A and M University.

Texas had reportedly agreed to match the salary and perks extended to a popular football coach who was given a seven-year \$1.6m contract.

New campus

The Iberian-American University, a private Mexican institution which was practically destroyed by an earthquake that shook Mexico City in 1979, is rebuilding a new campus in the Comas de Santa Fe section of the capital.

Irish face big fee increase

from John Walsh

DUBLIN Same Irish students face double tuition fees next autumn. At the same time there will be no improvement in the value of grants and scholarships available to a third of them. In some cases scholarships will be harder to get.

The Union of Students in Ireland's congress at Ulster Polytechnic in Belfast this weekend will discuss what action to take against the increases ranging from 25 to 100 per cent.

The government says the measures are necessary along with a continued embargo on filling two out of three vacancies in the universities. They form part of the programme to reduce public expenditure and bring down the huge budget deficit.

The 25 per cent rise will affect universities and national institutes for higher education which together carry for almost two thirds of the republic's students.

In the largest institution, Universi-

ty College Dublin (UCD), fees for architecture and engineering at present are IR£700 while the increase in medical fees will bring the total tuition costs to nearly IR£1,000.

The college authorities have said that they regret the size of the increase and they would have preferred to keep it at 15 per cent in line with inflation. They have called for an improvement in the grant scheme which benefits 18 per cent of students at UCD.

About a quarter of the republic's higher education students are enrolled in vocational and technical colleges which have been told to double receipts from fees this coming academic year.

Fees in these colleges are generally lower than in the universities. They range from IR£130 for a certificate or diploma course to IR£230 for a degree course. The education ministry has told colleges that if they do not double receipts from fees they will not get extra money to make up for any shortfall.

The ministry has also announced that scholarships to these institutions will have a higher academic qualification next year. Instead of five ordinary passes on their leaving certificate examination, the applicants will need two honours level passes in future.

The vocational college authorities argue that these measures will reduce the number of people from lower socio-economic groups who get into third-level education.

At Trinity College, Dublin, a philosophy lecturer is paying dearly for his principles following his refusal to pass pickets during the first-ever official strike there.

Mr. Peter New held court instead in a local public house but now the college authorities have decided to dock his pay for the fortnight he was outside the campus. About 11 other academics are similarly affected and their union, the Irish Federation of University Teachers, has protested against the decision.

Sexism is rampant, says report

from Geoff Maslen

MELBOURNE Sexism dominates the academic profession in Australia, according to a new book by five women academics in New South Wales.

The structure of academic careers is a barrier to the advancement of women, the book says. It is a structure which rests on the assumption that academics will not take time out for childbearing and that they will have domestic support behind them, commonly called wives.

The writers point out that women make up about 16 per cent of the Australian academic profession, that they tend to go into the humanities stress - traditionally a "female" field - and that there are even less women in senior positions in science and medicine than in other faculties.

The book is based on a survey of both female and male academics in the three universities in New South Wales and the New South Wales Institute of Technology.

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Finns left holding the baby

from Donald Fields

HELSINKI Helsinki offers some rare spectacles, so the sight of young ladies braving a spring blizzard in the main street to thrust little red packages into the unsuspecting hands of young gentlemen did not seem unward.

But the gentlemen had to produce student union membership cards to pocket their free samples: the ladies were out to highlight a social scar - and the red packages contained a supply of condoms.

Recalled by a donation of 10,000 contraceptives from a philanthropic importer, the action was the most publicized part of a drive to focus attention on the plight of the estimated 20 per cent of Finnish students who have family responsibilities.

The slogan used - "Children endanger your studies" - offended some people, including the influential student health foundation, which disassociated itself from the contraceptive hand-out.

"But nobody would have reacted to a conventional campaign," said Mrs. Pavi Menonen-Kauppinen, social policy secretary of the Finnish National Union of Students.

"What we want to emphasize is that students with children, both wanted and unwanted, are subject to discrimination."

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Women academics tend to come from families with highly-educated parents and with two or less children. Typically, they have been educated at a private school and are less self-reliant than their male colleagues, but more supportive of women's issues such as contraception, abortion and demand for equal pay.

The book recommends the establishment of "fractional full-time or part-time" appointments, the provision of increased parental leave and child care facilities, and the continuous monitoring of the distribution of women and men by rank and faculty in an effort to overcome the bias facing women in Australian higher education.

Third World learns by remote control

by Thomas Land

GENEVA The University of West Indies is installing a satellite-based audio teleconference system to broaden its education, farm advisory and other development-related services to its campuses and extension centres throughout the Caribbean.

A meeting of specialists from many countries and international organizations recently decided that this kind of teleconferencing was an essential and appropriate development tool.

The system comprises a combination of telecommunications and computer technology linking scattered individuals and communities. Conferences lasting several months can be held in this way and specialists can participate in several of them simultaneously without leaving their desks. The system is much cheaper than travel.

Teleconferencing is increasingly used in developed countries for commercial purposes like the movement of funds and data. *Development Forum*, the journal of the United Nations University, has told poor countries that many of them "may find themselves effectively cut off from modern scientific communication in the future" unless they participate in the early development of teleconference networks.

The progress of pilot teleconference projects in the West Indies and

Brazil will be studied with great interest by other universities in developing regions at an important international satellite telecommunications conference being held soon at the University of Ottawa. The system could solve many obstacles to research and higher education arising from the lack of proper communication facilities in Africa, Asia and Latin America.

The West Indian system is expected to start later this year. It will initially link the university's three main campuses in Jamaica, Barbados and Trinidad with extension centres in St. Lucia and Dominica. Each location will have a teleconference room for 20-30 people equipped with a voice circuit and speaker system. Students, tutors and instructors there will be able to talk to and be heard by everybody on all the sites.

The system will also help to get agricultural information to some of the less developed islands. Supported by the Agency for International Development, the West Indian system is one of several planned to explore the use of satellite technology.

The Brazilian university has designed its own teleconferencing system in order to avoid the pitfalls of importing technology without fully understanding its implications. The system provides a simple, inexpensive and flexible link for agricultural research workers in institutions thousands of miles apart.

Indian farmers support agricultural students strike

from A. S. Abraham

BOMBAY Striking agricultural engineering students in Maharashtra state, western India have won the backing of more than 250 postgraduates as well as neighbouring farmers.

The university, the Mahatma Phule Krishi Vidyapeeth, was the first of four agricultural tertiary-level institutions set up by the provincial government in 1969. Its objective was to modernize agriculture in what is predominantly a farmers' state despite the presence of industrialized Bombay through research and extension activities.

But it has not lived up to its promise. It has a \$5m annual budget and was supposed to have become self-financing within a decade. But despite an irrigated 8,000-acre campus, a luxury in a state where only 10 per cent of the arable land is irrigated, the *vidyapeeth* (university) does not grow enough farm produce even to feed itself.

It sells much of what it grows to local merchants at wholesale rates while the students' mess has to buy vegetables from it at higher retail prices. This is a long-standing agricultural grievance which the students now want to be remedied.

The troubles at the university run deeper than vegetable prices. In 1978, following student complaints of mismanagement, an inquiry commission was set up. Following the discovery of rancorous managerial irregularities, a permanent inquiry officer was appointed.

For a while things simmered down, but again came to the boil with the arrival of a new vice-chancellor, who is still in office. One of his first moves was to dismiss the permanent inquiry officer.

After a strike last year, the students won some concessions, including a guarantee to buy enough books for the library and provide a meeting room for the staff council, an elective body.

The current strike, which has lasted since January, is largely over the vice-chancellor's failure to meet his promise, although some fresh demands have been added. The students want the computer in the agricultural engineering laboratory to be put in an air-conditioned room and are furious that the only air-conditioned room the university has seen fit to order is the vice-chancellor's cabin.

They also want to see an end to the frequent and summary transfer of professors. They say that the vice-chancellor is using transfers to compel obedience to him and build up a caucus of favourites. He has introduced a code of conduct to discourage dissent which forbids students to organize or speak against the administration on pain of heavy fines or even rustication.

A second student strike, at Jawahar Nehr University has been withdrawn; and the university has gone back to normal. The strike had been called to protest against a JNU teacher's alleged discriminatory treatment of a derogatory remarks about Untouchable (scheduled caste) students.

Those on surplus status are to be paid 100 per cent of their wages for the first year of their contract, under the conciliator's report, and 80 per cent for their second and third years. Community college teachers face a 10 per cent increase in their workload over the next two years.

Elsewhere, a second court has dismissed legislation imposed on all public servants last year. It said that the work action documents attached to the wage cuts legislation in June and to the legislation setting civil service contracts in December were "without meaning" as they were written entirely in French. Quebec law must be adopted in both French and English under the constitution.

Just how much the agreement will actually cost depends on the source of information, union or government. But, according to the conciliator's report, the teachers would forgo \$52m paid as bonuses at the end of each year for seven unused sick days. The union claims the sick day bonuses total \$43m.

The \$40m will come from a government-sponsored programme aimed at retraining teachers in order to encourage them to leave the system. The workload for teachers will increase more slowly, which means a loss of 4,000 jobs at the most instead of the 5,000 ceiling set by the province in early February. Those 4,000 will be named as "surplus teachers", meaning they can be hired on a stand-by basis.

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Quebec teachers urged to accept mediators' report

by E. Patrick McQuaid

A new strike among Quebec teachers and community college professor is unlikely now that senior union officers have urged the rank-and-file to accept a conciliation report.

About 80,000 educators were on strike for more than three weeks from late January in protest against legislation imposing contracts that would cut back salaries by up to 19 per cent for three months, increase workloads and threaten job security.

About 1.3 million students returned to classes when the provincial government imposed harsh back-to-work conditions which suspended the constitutional charter of human rights.

Representatives of the Central de l'Enseignement du Quebec, the province's largest teacher union, called the conciliator's solution "the best we could get at this time."

The government will agree to provide a \$40m cushion to supplement a total of \$150m among teachers during the illegal strike action. It is part of a larger \$100m the province promised in early February when negotiating an end to the strike. It is viewed as a face-saving measure by both parties - the government keeps to its original offer while the teachers pocket an additional \$40m.

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Books in a bind

"The true university of these days is a collection of books," said Thomas Carlyle in the nineteenth century. Perhaps as never before the essential raw material of teaching and learning, research and scholarship is in jeopardy, the victim of a vicious spiral of rising prices and falling purchases. The current falling pound will no doubt help book exports, but all publishers agree there is little sign at home of better news in the near future.

Only two weeks ago Lord Dunsford in a debate in the House of Lords urged the Government to step in to break his spiral by setting aside a special sum to protect book purchasing in university, polytechnic, and college libraries. He said the position was now so bad an exception to government cuts was necessary. He did not expect - and did not get - much joy. But he did lack on a warning that his was an opening shot in what would be a protracted battle.

He was supported by Lord Wolfenden, a former chairman of the University Grants Committee, and chairman of the University, College, and Professional Publications Council of the Publishers Association, who said the position was "terrifying, devastating, and catastrophic".

The problem is as follows: In the halcyon days of the 1960s, buoyed along in the Robbins expansion of higher education, academic publishers seemed to succeed with almost every book, and over-extended in almost every direction. Then came the oil crash, inflation, public expenditure cuts, and an exceptionally strong pound in 1979/80 crippling the Commonwealth English language market on which British publishers relied. Production costs, most of all paper costs, rose, and further government cuts followed reducing student numbers and library budgets.

The whole trade was forced to become more efficient and there were wholesale redundancies. Even Oxford University Press plunged into the red for the first time in 1980, and was forced into redundancies, while Cassell had to close its books division. Everywhere profitability fell. For the Charter Group of booksellers headed by Blackwell's in Oxford and Heffer's in Cambridge it dipped below 2 per cent. This year even Germany is taking fewer British books. Rough over piracy, photocopying and copyright reviewers grumbling about prices, students reading books in shops, book clubs, printers losing trade overseas, soft covers and camera-ready "computer" copy - all are just symptoms of this general decline.

But it is worth noting from the outset that the number of new titles produced each year - about 9,000 - academic titles out of a current total of about 48,000 - has not fallen, and it seems to be generally agreed that no book "really" goes out of print. Published titles to get into print, Norman Franklin at Routledge and Kegan Paul, for example, says that while fashion clearly changes "anyone who is good who can write to length a book that is marketable will find a publisher." Thus, he says, in view of recent pronouncements by Sir Keith Joseph, Secretary of State for Education and Science, on teacher training it may be less easy to promote books on the sociology of education.

There is, with Carlyle, little doubt about the importance of books. A survey of 1,000 lecturers carried out by the UCPE in 1981 on the importance of different teaching aspects gave books a 96 per cent rating. Journals, 80 per cent; notes, 70 per cent; practical teaching, 69 per cent; audio and the new technology, 64 per cent. But the commonest complaint of lecturers is that book prices are just too high.

What has happened to book prices? According to the Centre for Library and Information Management based at Loughborough University, which produces six-monthly reports, academic book prices have more than doubled in real terms since 1974. The average price of a book in 1974 was 24.59p, and in 1981 it was £12.15.

Certain subject areas have been hit harder by inflation. General science books (average price £22.38) and agriculture (£19.00) are five

BRIEFING

Paul Flather looks at the crisis in academic publishing

times as expensive, philosophy (£16.37), librarianship (£13.95), geology (£25.94) all four times up, and mathematics (£18.84), social science (£12.43), education (£9.52), medicine (£21.21), and geography and travel (£13.99) all more than three times up.

In 1978 the Prices Commission did investigate the prices, costs, and margins with particular reference to the publishing of technical books. It found seven firms making exceptional profits, but bound up by its own terms of reference, only recommended that publishers "exercise restraint". In general there is no evidence that these high prices have been turned into high profits at the publishing houses.

The latest issue of the quarterly bulletin of the Publishers Association, which represents all the leading firms, says the economy is still locked in deep recession with no real upward movement in sight. John Davies, in charge of the educational division of the PA, said the sales market was extremely tight, and library cutbacks were making matters worse.

So dismayed were publishers by the stream of complaints from academics about prices that last year the association produced its own leaflet explaining the costs of book production and pointing out that compared to a select group of other consumer goods such as tobacco, fuel, vehicles and transport costs, book prices had not gone up that much.

The leaflet also showed that the bookseller's discount accounted for 35 per cent of the book price, with 8 per cent for marketing, 9 per cent for fixed costs, 7 per cent for distribution, 17 per cent for production, leaving 9 per cent for author royalties, and 10 per cent for gross profit. Production costs, which have been rising disproportionately included paper, binding, typesetting and prework.

Another picture of how academic publishers are faring emerges from the comparative studies done by Inter Company Comparisons. In its most recent study of the three years up to 1981 it found profits generally halved, and a drastic increase in the number of companies making losses, even going into liquidation. It found prices had not kept up with rising production costs contributing to falling profits. According to the Department of Employment's book price index the value of the book price rose 8.9 per cent in 1981, while the cost of a typical school textbook went up 11 per cent, according to the Educational Publishers' Council.

The industry is also heavily geared towards exports and the share has fallen from just over a third in 1979 to less than 30 per cent in 1981. It is impossible to separate out the academic publishers from other leading publishers. But the report found pre-tax profits fell by a third in the first half of 1981 and by a fifth in the second half, returns on capital fell from 25.1 per cent in 1978/79 to 11.5 per cent in 1980/81.

Looking in detail, for example, at Oxford University Press it is evident a major shake-out has occurred since it went £1m in the red in 1979. In 1980, profits rose from an average of 2,000 to about 1,000 and in the humanities even 700. It still produces about 900 books a year, half of them scholarly works. Routledge and Kegan Paul, which must survive entirely on the market, still produces 240 titles a year, and has seen itself through the tough. Another sign of the times is that it now prints almost everything in soft covers.

One of the acutest problems is the loss of the academic market in the

The individuals with most cause for concern

The bookseller

Sales in campus bookshops have dropped by about 20 per cent in three years, according to Mr Jobo Blagg, managing director of the University Bookshop in Cardiff, and chairman of the University and College Booksellers' Group. Students were clearly buying fewer books, but library budget cuts were also biting. The cut in overseas students, who tended to buy on average far more books, had also hit the trade. Students rely to a great extent on lecturers' booklists, and booksellers plan to urge lecturers to supply early lists of recommended books to ensure they are in stock.

The librarian

University libraries last year reported cuts of 20, 30, and 40 per cent in book purchasing, mirrored also in staffing cuts, reduced opening hours, pressure on inter-library loans, and fewer specialisms covered. University spending on libraries varied from 8.5 per cent of the total budget to 1.4 per cent. In 1981/82 spending per student varied from £85 to £25. Only two polytechnics increased spending between 1977 and 1981, while others reported alarming cuts, seven larger than 30 per cent. Local authority support in further education ranged from £1.70 in Barn-

sey to £20.67 in Bradford, two local authorities separated by just a few miles.

The academic

Generally it is harder to get into print, still the most accepted yardstick of success in the academic community. It is doubly hard for new or young academics to get published; a name or a role as a "telly don" clearly helps. But both commercial and university publishers say that good important books will always find a place. The number of titles produced has not been reduced. Norman Franklin at Routledge and Kegan Paul said a lot of dreary re-written PhD theses from American campuses were not being published and that was probably a good thing. Academics also of course suffer the problem of higher book prices.

The student

The student has always found it hard to make ends meet. All surveys show she or he rarely spends the element allowed in the grant actually for books and stationery. A 1975 survey of Sheffield City Polytechnic found just 5 per cent of students spent the same or more on book buying than non-student allowed, although many said they intended to spend more. In some cases no books at all were

bought. Invariably a student turned to the library as an alternative source, but these days libraries are less able to buy multiple copies. The most important influence on student book buying was a lecturer's reading list, followed by value for money, availability of library copies, price, and if a friend had bought a copy.

The publisher

Falling demand, rising costs, and a declining export market have squeezed profits in a textbook market worth about £70m in 1980. The pages of *The Bookseller* have over the years been filled with reports of redundancies and profit losses. One managing editor having cut staff from 43 to 23 was quoted as saying his neck was on the block if he could not get it right now. Publishers have used the following strategies: cutting print runs from about 3,000 to between 1,000 and 1,500 in five years; new technology, using camera-ready copy; new sales patterns ensuring a foreign - generally American - flak up in advance; more emphasis on marketing; ensuring pre-publication sales are one third or more; reducing staffing and other overheads; printing overseas; reducing royalties. Perhaps too many titles are being published. But faced with a shorter print-run, firms are trying to keep up unit sales by producing more titles. They would never volunteer to cut the numbers.

see if it is feasible in Britain. Covering about 550 books a year, mainly engineering and medical textbooks, it involves key publishers receiving production subsidies worth £1.2m a year allowing books to be sold in selected Third World countries for about a third of normal price. Publishers cooperate because it opens new markets to them; in Britain there would be difficulties.

In the long run the real key - apart from a booming economy - probably lies in electronic publishing which as Robert Campbell of Blackwell Scientific said would turn publishing from a "pushing" industry into a "pulling" one. A lot of excess production with too many books printed, too many stored, too many unread, to a "pulling" industry, with readers actually calling up "on-line" articles and material they wanted to read. The cost is that scholars in libraries will not be able to browse through material. The high initial investment costs however suggest not too many changes before the 1990s.

Ultimately publishers are simply transporters of ideas from the originator to the general academic community. But so delicately balanced is the eco-system of the book trade, as one publisher put it, that too much intervention at any single point could upset the whole structure. The only idea that would please everyone would be extra public funding injected at some point. However bad recent times have been two things clearly emerge: publishers do not seem to be making exorbitant profits, and good books are getting published. But somewhere along the line - with fewer books in libraries and on student shelves - scholarship must be suffering. Meanwhile as Richard Charkin of OUP notes dryly the recession has helped knock a lot of fat out of the book trade.

What might be done to break the vicious spiral? Over the years there have been various suggestions that might please Professor Charkin. In 1976 *The TES* carried an article headed "A publishing revolution: a mid-night bookshop", and in 1975 "Is there a man so bold to start Academic Monographs Ltd?" which suggested that 1,200 copies of a 120-page monograph using camera-ready copy prepared by authors, and soft covers, run by academics on a model of the Council for National Academic Awards, might cost £600 a run.

Another idea might be to examine the low-price book scheme run by the British Council on behalf of the Overseas Development Agency. In

	Profit before tax £000	Sales	Profit/Sales percentage	
	80/81	80/81	80/81	79/80
Butterworth	4506	18619	26.8	26.7
Longman Holdings	7858	45580	17.2	21.9
Wiley & Sons	780	7889	10.1	10.3
Academic Press	127	1508	8.4	6.0
Heinemann Group	844	9841	8.5	5.8
Hodder & Stoughton	1208	23813	5.1	12.8
Routledge & Kegan Paul	922	1389	3.9	13.5
Wiley & Sons	158	1451	3.6	5.5
Macmillan & Sons	2053	63738	3.2	0.4
Harper & Row	918	28026	2.1	4.5
Plenum	2482	24367	1.9	2.5
St. Allen & Unwin	1438	29104	3.2	3.0
New England Library	183	4895	3.6	0.5
Aldine De Gruyter	381	3893	2.8	2.7
Totals/Averages for 31 companies	195	1820	10.9	1.9
	25	835	4.7	6.8

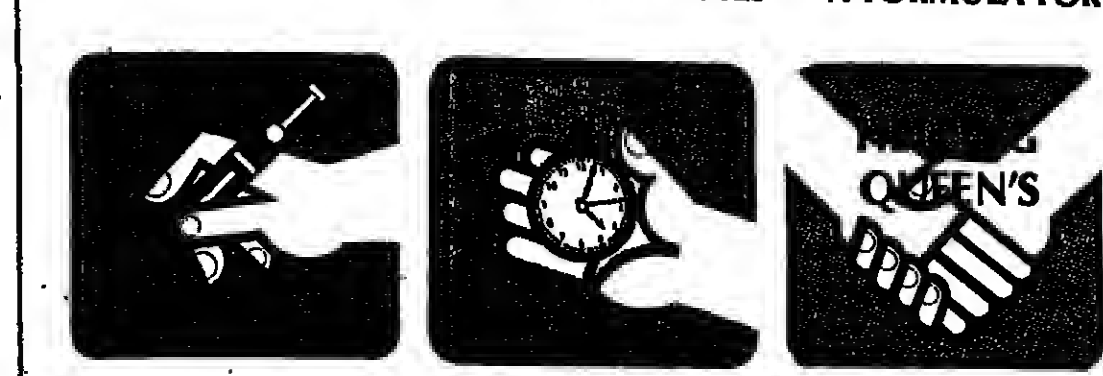
percentage change profit/sales 1979-80 to 1980-81: 20.5

Source: Inter Company Comparisons report on Book Publishers (1982)

Note: 1980-81 figures are preliminary

John O'Leary concludes his series on private funding with Sir Keith Joseph's views on the subject and Ray Footman discovers how important alumni are to North America's universities

A PEN + YOUR HAND + A FEW MINUTES = A FORMULA FOR



A fund-raising device sent to alumni by Queen's University, Ontario

Fund-raising, friend-raising

While waiting to meet the first of my appointments in Cambridge, Mass, I thumbed through the *University Gazette* and stopped at the article headed "Harvard welcomes class of '86". Two hours later, on route to a typically hospitable American lunch, we picked our way through a family throng gathered in the rain on the greenward of Harvard's central campus watching their mid-forties meekfolk, all identified by caps emblazoned with "class of '87", posing happily in the rain for their group photograph.

In a sense, those first three hours at Harvard, in what was to be an odyssey covering private and public American universities from Boston to Carolina and California and Canadian universities from Montreal to Vancouver - gave me the essence of what is different in the attitude of North American universities to their graduates and vice versa. It also gave me some pointers of what we can learn from higher education in the States and Canada, not just about fund-raising - though they have plenty to tell us there - but also about the possibilities of building and then cementing university-graduate relations in such a way that financial support is not the cause of the relationship, but simply one expression of it. Also, that graduates potentially have a great deal more to give to their alma mater than money alone.

One alumni administrator - a defined category of university staff in the States where they are professional in their attitudes to this, as in many things - described the objective of his association as, "to keep the alumni interested, informed and supportive of the university". Many such universities have regional or state networks of graduate clubs which can have a variety of functions, but among these they act as an unpaid arm of the student recruitment programme. An active branch chairman may be expected to publicize locally the value of an education at this or her university and help to identify, and possibly counsel, promising candidates from local schools. And intermediaries may even play its part in finding funds to help support an able, but impoverished, student during his studies.

An Ivy League university may already through a mixture of tradition and policy (Harvard welcomes the class of '86 in 1982) have begun to prepare their students for participation in their alumni body, "the organization from which you cannot escape" (only a half-joking reference) from point of entry, and by involving student volunteers in the identification of class reunions, to identify potential organizers and core respondents for future class groups home campus. Most alumni organizations - some of which are totally independent corporations, some less formally so - however, have a constitutional structure that provides for a central governing central council, among whose functions may also be to organize the election or nomination of alumni members onto the major governing body of the university.

In almost all cases, however, there is a major commitment upon the president (or vice-chancellor), his or her colleagues and members of faculty (or academic staff) to contribute to the alumni relations programme. Presidents undertake regular speaking engagements at alumni branches to keep members in touch with developments at the university. Both senior officers and faculty are often involved in events which bring graduates back to the university regularly. Class reunions figure large on the agenda of most alumni association staff.

Some universities, as in the case of Harvard, arrange these to coincide with their commencement (or graduation) ceremonies; others favour an autumn "homecoming" event - one central feature of which is often a football match at the campus stadium. In addition to their work in supporting central governing bodies and branch networks or alumni, record keeping and magazine production, many of the alumni associations and their staff offer a programme of other services to the graduate body which can also generate some income. Educational tours, arranged under the supervision of the Alumni Association through a travel agency and with the participation of relevant members of faculty, can take parties of graduates to China, South America and Scotland and Ireland - helped in some measure by the partial tax relief such trips may attract. Club facilities with meeting rooms and coffee bars may be provided on campus for alumni.

The University of Michigan is just compiling a new purpose-built centre for its alumni. British Columbia at Vancouver devotes a handsome mansion donated by one of its graduates on the campus seashore, to alumni activities. Merchandising schemes with special offers advertised through graduate mailings may also be made available as a service - and some universities also run graduate insurance bureaux for the same purpose. And special arrangements often apply under which alumni may make contributions to the university library, sporting or other facilities at reduced or nil cost.

That universities in the States and Canada are prepared, not just to pay lip-service to the notion of graduate relations, but to invest substantial resources in it, to ensure that any policy commitments they undertake are properly carried out, is in little doubt, even to the casual observer.

Alumni are encouraged to keep in touch, not just with their address, but also about their career progress and perhaps family details - the next generation of potential entrants is often considered worth monitoring - and sources of public information, press clippings, professional journals, along with an informal information network from branch correspondents, are all employed both to ensure the graduate knows the university is interested in his or her progress and so the university is in a position to cast its communications network effectively.

A large institution could thus be in the business of maintaining a 200,000 strong graduate computer record, and employing perhaps up to 20 staff on this function alone. The common thread of communication in every university I visited was the graduate magazine. At the top end of the range are institutions producing ten issues a year of a very high quality centring around faculty material which attracts national subscriptions as well as graduate readers. Professionalism is evident in both the writing and the presentation and this cannot be achieved cheaply - one alumni magazine has six executive and six supporting staff to produce nine issues a year for distribution among its 100,000 strong graduate body.

While most such journals aim for general readability and seek to avoid undue "parochialism", many provide for additional bind-in sections which contain social, career, class group and regional branch news, often in particular combinations to suit the part of the graduate constituency to whom they are addressed. Some universities treat the free mailing of magazines to all graduates as a necessary expense, some relate continued mailing after an initial period to subscriptions or voluntary contributions to alumni funds; all solicit advertising quite successfully and the Canadian alumni magazines are currently developing an advertising consultancy with syndicated rates.

The formal structure of alumni groups varies considerably as between universities, depending in part on tradition and in part on the spread of their graduates. Major universities which recruit nation rather than state or province-wide tend to have a more developed geographical defined network of branches. Bigger institutions, with devoted structures may have an organizational pattern based more on allegiance to particular colleges or graduate schools. Those having a high proportion of graduates living locally may put most of their effort into core respondents for future class groups home campus. Most alumni organizations - some of which are totally independent corporations, some less formally so - however, have a constitutional structure that provides for a central governing central council, among whose functions may also be to organize the election or nomination of alumni members onto the major governing body of the university.

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The formal structure of alumni groups varies considerably as between universities, depending in part on tradition and in part on the spread of their graduates. Major universities which recruit nation rather than state or province-wide tend to have a more developed geographical defined network of branches. Bigger institutions, with devoted structures may have an organizational pattern based more on allegiance to particular colleges or graduate schools. Those having a high proportion of graduates living locally may put most of their effort into core respondents for future class groups home campus. Most alumni organizations - some of which are totally independent corporations, some less formally so - however, have a constitutional structure that provides for a central governing central council, among whose functions may also be to organize the election or nomination of alumni members onto the major governing body of the university.

In almost all cases, however, there is a major commitment upon the president (or vice-chancellor), his or her colleagues and members of faculty (or academic staff) to contribute to the alumni relations programme. Presidents undertake regular speaking engagements at alumni branches to keep members in touch with developments at the university. Both senior officers and faculty are often involved in events which bring graduates back to the university regularly. Class reunions figure large on the agenda of most alumni association staff.

Some universities, as in the case of Harvard, arrange these to coincide with their commencement (or graduation) ceremonies; others favour an autumn "homecoming" event - one central feature of which is often a football match at the campus stadium. In addition to their work in supporting central governing bodies and branch networks or alumni, record keeping and magazine production, many of the alumni associations and their staff offer a programme of other services to the graduate body which can also generate some income. Educational tours, arranged under the supervision of the Alumni Association through a travel agency and with the participation of relevant members of faculty, can take parties of graduates to China, South America and Scotland and Ireland - helped in some measure by the partial tax relief such trips may attract. Club facilities with meeting rooms and coffee bars may be provided on campus for alumni.

The University of Michigan is just compiling a new purpose-built centre for its alumni. British Columbia at Vancouver devotes a handsome mansion donated by one of its graduates on the campus seashore, to alumni activities. Merchandising schemes with special offers advertised through graduate mailings may also be made available as a service - and some universities also run graduate insurance bureaux for the same purpose. And special arrangements often apply under which alumni may make contributions to the university library, sporting or other facilities at reduced or nil cost.

That universities in the States and Canada are prepared, not just to pay lip-service to the notion of graduate relations, but to invest substantial resources in it, to ensure that any policy commitments they undertake are properly carried out, is in little doubt, even to the casual observer.

Money buys freedom

It has hardly come as a surprise that Sir Keith Joseph's infrequent pronouncements on higher education during his 18 months at Elizabeth House have laid heavy emphasis on the need to encourage more private money into the sector. As a doyen of Conservative theoreticians, his commitment to privatization and cutting public expenditure was never in doubt and neither was his scepticism about the value of some courses in the social sciences.

Having inherited a university system already in the throes of its most dramatic contraction and a public sector struggling to cope with the conflicting pressures of rising student demand and shrinking resources, there may have been little scope for immediate action. But, apart from consistent encouragement for private initiatives in his speeches, neither the stick nor the carrot has been much in evidence to produce the desired result.

Sir Keith's most publicized incursions into the fields, resurrecting proposals for student loans and recommending a Royal Charter for the University of Buckingham, have been important signals of intent but marginal compared with the degree of change outlined in last year's "Think Tank" papers. They envisaged a complete end to direct funding for universities, colleges and polytechnics, allowing the University Grants Committee and the National Advisory Body to wither away as a result. Instead, the market would operate through the payment of full-cost fees (then put at more than £4,000 a year) while the Government's contribution would be restricted to some 3,000 means-tested scholarships for the best candidates. Loans were a natural but small part of a scheme to save £1,000m.

Although the higher education element of the "Think Tank" exercise dealing with the welfare state as a whole was never confirmed or denied at the time and Mrs Thatcher subsequently refused to divulge its details to a select committee, Sir Keith now confirms that the plan was stillborn. "They were simply an internal survey of theoretical options, but not even studied by ministers. They have no status as working papers at all," he says.

Neither the present Government nor a re-elected Tory administration would wish to go so far, except where student loans are concerned. And, despite the wealth of information, projections, comparisons and statistics which must exist by now at the Department of Education and Science, Sir Keith insists that deliberations remain at a preliminary stage.

"I myself have been attracted by the idea of a modest step in the direction of a part-loan part-grant system for maintenance," he says. "We are about the only country in the Western industrialized world that does not have a loan element in its student support system. I would expect the loan to represent half the maintenance grant with no change in the tuition fee element but all the maintenance grant would be paid by the student. A package is by no means identified."

The other positive decision on Buckingham, posed much less of a problem, although Sir Keith is adamant that no preferential treatment was accorded. "One approaches all these decisions with a healthy concern to get it right but I have had more difficult ones to make," he says in answer to the charge that he might have been particularly sympathetic to Buckingham's case. "Buckingham had had its quality accepted by other universities, by the Ministry of Defence and the professional bodies concerned," he adds. "Its research was satisfactory, the breadth of subjects was narrow, but here there were good precedents among other universities created in this century. There is no law that

says a university should have so many faculties."

Sir Keith would like Buckingham's success to serve as encouragement to private enterprise in higher education but he is realistic about the chances of other institutions following in its wake. "I don't imagine that there is going to be a flock of them springing out of the crowd."

More likely is a growing movement for the DES to resume some responsibility for monitoring standards in the private sector. The present vacuum had already been brought to Sir Keith's attention by Dr Keith Hampson, Conservative MP for Ripon, and is receiving attention as a result even before the working party serviced by the British Council makes its formal recommendation.

"There is a certain strength to the argument that we should concern ourselves with this, but I am in favour of spending less public money, not more," Sir Keith says. Without ruling out a certification scheme, he points out that the department's responsibility for private schools is now minimal and some contribution had been made with a new regulation this year barring the use of "university" or "institute" in the titles of new private colleges.

Sir Keith's greater concern, however, is one mirrored in recent speeches by Mr William Waldegrave,



Sir Keith: softly softly approach

under-secretary for higher education, for reducing the level of state funding in the universities. "Apart from anything else, I believe it is not healthy for them and what they stand for to be in near total dependence on the fluctuating circumstances of public funding," he says. "I think the reality of academic freedom requires them to have some resources of their own so that they can occasionally cook a snook at government."

But he adds: "I am not a romantic. I do not believe there was a golden age. The medieval university was presumably ecclesiastical and not absolutely independent, but I do not think the present 95 per cent dependence is good for them." His aim is for the universities to raise 10-15 per cent of their income from private sources initially with the eventual aim of reducing the proportion of state funding to about 80 per cent.

He believes that such a target is by no means unrealistic because universities are blessed with certain advantages in appealing to private donors. "Universities have in their gift something that practically no one else has, and that is near immortality."

"The Government has made it easier for those wishing to give by reducing the minimum period for endowments from six years to four, although Sir Keith recognizes that Britain does not offer comparable tax concessions to those available, for example, in the United States. Further changes are a matter for the Treasury, but he does not expect a substantial shift."

With many universities - and some public sector institutions - now making a virtue of necessity and putting much more effort into attracting private funds, things are moving in the right direction.

But softly, softly appears to be the approach for the moment. Sir Keith says: "There is no secret decision to do anything about this. There is no immediate threat to the universities to start cutting their grant level beyond what has already been done." Could it be that, as many found when he was Secretary of State for Industry, Sir Keith's bark will turn out to be worse than his bite?

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The minority voice

I want to be constructive. There is no point now in blaming anybody. The blame has all been apportioned and ignored. Some months before the Martins landed, I wrote an article (*THES*, March 20, 1981) urging small university departments to unite for innovation in teaching and research, and argued that by doing this they could at the same time confront the devil of uneconomic scale. Like most academics I was likely to be too late with any suggestion to do with survival; for I did not foresee the magnitude of the cataclysm. I do not intend to whine in the rubble. I would rather put forward a proposal that is both modest and radical, and is, I believe, subject to no particular limitation of time.

Let me state the old problem: small departments representing minority disciplines have no capacity for survival in any world of strict full-time equivalent students economics, let alone contracting resources. Many small units have been severely hit by voluntary retirements of members of their teaching staff. Two departments from a group of six teachers from a group of six teachers means a cut of 33½ per cent in teaching resource. This is not alleviated by the benefits of large scale which enable a bigger group to shed its particular minority interests and concentrate on majority requirements that it can still efficiently discharge. Small disciplines are cut to the essential quick. Often the minority subject taught by a small department is a traditional subject, such as a less taught language, theology, or philosophy.

Outside the recently founded universities, these subjects usually have two or three teachers who are of an age to sever themselves happily within the financial terms offered. The survivors who remain bobbing in a chrysalis of toleration usually are three or four of the original crew. They are too many for the spare purposes of "service teaching" which is a peripheral, largely factitious charity. Combined honours courses involving small disciplines in a lead to relation to large are unlikely to become popular enough to provide efficient or satisfying use of their time. For 20 years the variety of subjects taught in British schools has been declining. Language study especially has decreased in proportion with Britain's increasing intimacy with Europe. Our system of concentrated and specialized pre-university study, together with the collegiate and small-scale nature of British university organizations have indeed deeply a prejudice in favour of single honours courses.

The solution I propose is that small subjects should be lifted out of their decreasingly comfortable matrices in their own universities, and amalgamated in one or more universities to become units of high-powered teaching and research of national and international significance in their respective disciplines. That there should be three or four centres for a particular minority discipline placed in different regions of the country seems reasonable and feasible.

Let us consider a specific example: classics, which is my own subject. And let us look at the university provision for this discipline in the South of England. We shall exclude London, with its institutions of classical studies, and Oxford, with its ancient magnificence and numerical predominance in classics staff. In the universities of Reading, Exeter, Southampton, and Kent, there are departments of classics which were already small enough in their state of antediluvian integrity, but are now too small by any standard. Southampton's faculty of arts has devised a system of aggregated departments, small linked with large, which will provide life-support in an attenuated atmosphere for small disciplines to continue with their work. But how much more efficient and productive in every sense it would be if the classical staff at Southampton could join with those at Reading and Exeter and Kent in one institution. Avoiding the usually inevitable cluster of withered compromises, these universities could make a new union of the talents and resources. In place

David Rankin makes some proposals for improving the lot of small departments

sics at present dispersed throughout the region. This move would enhance the variety of teaching and research in a striking fashion. The new institute, or department, or school (call it what you will) would be effectively competitive in the region with the two large entities I have named. Freshness of prospects, need to innovate, and regenerated hope would give it certain advantages over its senior neighbours. The new organism would be planted in one of the universities I have mentioned: the choice could be settled after protracted wrangling, an agreeable secondary gain for the academics charged with making the decision.

I am sure that this kind of reorganization of smaller subjects so that which to cultivate their respective excellent qualities would be of great benefit in learning, and would be cost-effective in terms of FTEs. Some acute dilemmas (they are not all of them severed by any means) may ask why, while we are about the matter, do we not concentrate all the minority disciplines in their natural habitats, viz. Oxford, Cambridge, or London's multicellular body of institutes and colleges.

I would remind him of my insinuations about the desirability of innovation. There is no point in reproducing or adding to old patterns of academic behaviour in a new environment. These long established centres of minority subjects have their own set ways. The migration of centres of minority subjects have their own set ways. The migration of centres of minority subjects have their own set ways. The migration of centres of minority subjects have their own set ways.

Choosing the sites for the new amalgamations will be an obvious practical problem. An even more severe obstacle facing the realization of a scheme like this will be the difficulty of moving academics and their families from one university to another. I refer to psychological rather than financial or practical difficulties. The cost of moving people from one job to another is not in itself impressive. It is larger a matter of helping with change of homes, guarantees or interest-free bridging loans for apocalyptic periods would take much of the anguish out of this; and the cost of transporting furniture and other possessions would not amount to a vast sum. The overall cost to the university system in this country would be much less than keeping staff under-employed (so far as that concept is applicable to academic life) or restricted to marginal teaching and ill-motivated research. The managerial cadres of these universities, and the University Grants Committee or its successor body, would have a good bargain before them, without bad blood. The British universities would gain in intellectual distinction from the creation of new departments out of old; and in their new locations the staff involved would soon be earning good revenue in student units.

Transfer of funds relating to salaries from one university to another might cause some difficulty, but the glow could be softened for the relinquishing university by paying it some voluntary money already voted for extra money from the same source could be given to the accepting university, allowing the relinquisher to keep what it has. There are many ways of coping with these mechanical problems. But even if the administrative and legal difficulties in the path of realizing this kind of scheme were much more serious than they would appear to be, the prospect of a more creative and cost-effective use of intellectual resources should be so attractive as to make them seem trifles.

Need I remind you that I am talking about academics who have no stomach for the Japanese-sounding ritual of voluntary severance?

that it looks as if universities will not be able to disemploy academics against their will without the whole system being riven destructively by lawsuits of dubious outcome, but certainly horrendous cost? If I were involved in the financial management of a university, I should not be too upset at the immediate cost of sending off to happier dwellings those tiny academic groups who are unable, sometimes because the bigger groups will not permit them, to earn their keep in FTEs. I might myself a civilized tear or two on my way to the finance committee, but I would reflect that there would be at least one stubborn character who would refuse to move whatever the attraction, and that it would be his duty to console big departments suddenly anguished by imminent cultural deprivation with the cosmetic balm of his service teaching.

Let me return to the psychological difficulties that I mentioned. They concern individuals rather than institutions. I am sure that I am expressing the view of a very small minority in the profession at the present time when I say that I would be happy at the prospect of moving if it meant membership of a larger group with wider teaching range and more varied research prospects; provided that there were no impairment of contractual or professional status; that the salary was no less; and that the process of moving were made as painless as reasonably possible. I know also that the mere fact of movement would stick in the gullet of most of my colleagues.

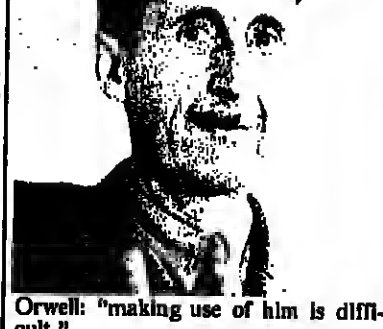
For reasons which I cannot discuss here, British academics are hard to shift; they will think long and complex thoughts before accepting promotion to a chair, if it happens to be in a university at the other end of the country. They baste like the gates of hell the idea of moving within grades. They may have understandable reasons for these attitudes; but the fact is that members of other professions do move, and sometimes have to. Managers in business have to go to whatever town their employers prescribe. Very few clergy have a parson's freehold. Members of the armed forces regard change of residence as an accepted inconvenience of their calling. It is too much to expect academics to modify their attitudes for a professionally regenerative purpose?

I believe that if a proposal of the kind I have been considering were to achieve the firmness of a distinct plan, academic resistance to it would slacken and be replaced by acceptance. Provided that they are not faced with the crude prospect of the sack, university people are as ready as any other section of society to persuade themselves that the direction they are being pressed to take offers, after all, many advantages. Some pressure will be needed to initiate a scheme like this, and the pressure will have to come from outside the universities themselves.

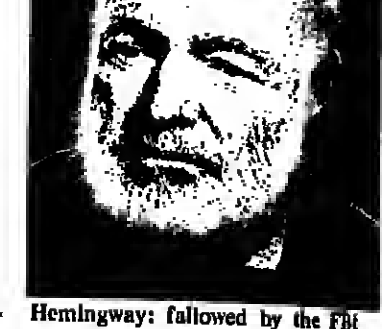
The UGC has not got the Helt or Concoquet authority to apply blunt compulsion even towards a construction end. On the other hand it has shown recently that it has the capacity to consign whole universities and their academic components to a "frigid financial limbo". By means of rough monetary cuts they have changed the character of some institutions almost out of recognition.

The process has not been inhibited by the chartered status of British universities, or that university autonomy which everybody talks about, but nobody has defined. I do not want to underestimate the legal and administrative problems likely to attend the removal of departments from one university to another. I would say they are not insuperable, but that some intervention from the UGC or something like it will be needed to get the scheme started. The intervention will have to be strong and persistent, but it will be the patient and intelligent strength of the brain-surgeon that is required, not the chop-logic of the slaughterman.

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Orwell: "making use of him is difficult."



Hemingway: followed by the FBI.

Tell no secrets

John Field compares American and British attitudes to the release of classified information

Was Ernest Hemingway a Communist? The Federal Bureau of Investigation, according to evidence in a 124-page report on the American author's political activities and associations compiled between 1942 and 1974, noted that Hemingway "was included in the group of names of individuals who were said to be engaged in Communist activities" in autumn 1940. The report also shows that the FBI monitored and eventually sabotaged Hemingway's attempts to spy upon Cuban-based pro-Nazi Spaniards, and was still following him when he entered the Mayo Clinic in Minneapolis a few months before his death.

Although such scurrilous details may be interesting, and even highly significant to some scholars, they are hardly the contemporary equivalent of firm proof of the identity of Shakespeare's dark lady. Still, they do offer some kind of background against which to set the subterranean workings of Britain's highly restrictive Public Records Acts, recently scrutinized by the Select Committee on the Arts, whose report is due shortly.

The Hemingway file was one of thousands released yearly under the American Freedom of Information Act. It was discovered by Professor Jeffrey Meyers of the University of Colorado, who has written of his findings to a forthcoming issue of the *New York Review of Books*, and is intended to write a biography of Hemingway. The British security services compiled a similar, albeit rather briefer, report on George Orwell, as Professor Bernard Crick discovered when writing *George Orwell: A Life*. After approaching the Foreign and Colonial Office, Crick was told by David Owen, then Secretary of State, Dr. Owen, that although the secret, the India Office librarian would prepare a digest of it, which a civil servant might read aloud while Crick, scribbling furiously, wrote down as much as he could manage. Orwell would have enjoyed the irony of the situation, as well as the final entry on the file, which soberly concluded in 1943 that "making use of him is difficult".

It is hard to see what public interest is served by the continued withholding of a file, compiled 40 years ago, on a man who died in 1950. Evidently a number of private interests find it convenient to control access to information; and in Britain such interests are largely left unchallenged. The position of British government departments is one that many American federal agencies must envy; certainly they are doing their best to emigrate the Freedom of Information Act, with the wholehearted support of President Reagan, whose administration clearly regards open government as a nuisance, at best, subversive at worst.

The FBI stepped up its destruction of field office files some years ago. Act was strengthened following the Watergate and Pentagon disclosures of the early 1970s. Among materials shredded were files on the American informant of Japanese-Americans during the second world war. The bureau has tended to "sanitize" those records controversial items in those reports. It has been forced to release the "Act 15" pages from the Hemingway file had been removed, and is now being removed.

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BOOKS

Swift's verbal manoeuvres

by Frank Stack

Jonathan Swift: the complete poems edited by Pat Rogers
Yale University Press and Penguin, £26.00 and £9.95
ISBN 0 300 02966 7 and 14 042261 7

In this superb edition of Swift's poetry Professor Rogers makes a fascinating but historically remote poetry come alive in a modern-sounding text, and with the help of a full and sensitive critical commentary.

For each poem he provides the most recent bibliographical information about composition, publication and text; he explains the historical and often the personal context; he summarizes critical studies, and offers extremely useful comments on Swift's distinctive poetic language. In particular he notes Swift's use of colloquial words, literary allusions, wrenched accents, "Irish" rhymes, and "generic transfers" from one literary genre to another. Furthermore the edition contains a biographical dictionary of Swift's contemporaries which Pat Rogers can rightly call "the easiest reference guide to Swift's personal contacts and relationships" which so deeply inform this poetry.

This edition is noteworthy also from the bibliographical point of view in that it draws upon but does not simply follow Harold Williams's seminal edition of 1937 (revised in 1958). Whereas Williams used early editions (and generally the earliest) for his text, Pat Rogers, wherever possible, has used Faulkner's 1735 edition which recent evidence has confirmed as "overwhelmingly the most reliable collection" of Swift's verse. By using this, and by making reference to the manuscripts and early editions, Pat Rogers has attempted to re-establish the text of these poems. Some of the changes proposed are challenging, indeed provocative: the daring political passages in "On Poetry: a rhapsody", normally omitted, are here reinstated. Pat Rogers has also printed the poems in as near a chronological order as can be established, helped here by the Tencklenberg and Foxon's invaluable *Catalogue of English Verse 1700-1730* (1975). In this sense Pat Rogers's edition supplements Williams's edition, approaching the text in a different way, leaving details of variants to Williams, and concentrating much more fully on critical and interpretive annotation.

It is in this latter area that the edition is most challenging. What is the significance of the kind of commentary Pat Rogers provides here? How far does it encourage us to reassess the nature and the value of Swift's poetry? Does this edition suggest that Swift's poetry should be known beyond the circle of eighteenth-century specialists? To answer these questions we must first see them in a larger context. Swift's poetry challenges many of our fundamental assumptions, recognized or not, about the nature of poetry, particularly lyric poetry. In his pioneering essay of 1964 "Swift's View of Poetry", Herbert Davis asserted that Swift was "in his casual and contemptuous manner the most extreme example that we have ever had in England of reaction against the heroic or romantic view of the poet's function and art". Unlike Dryden and Pope, who accepted those high evaluations of the poet's imaginative power, Swift mercilessly satirized the poet's imagination as idle fancy, the product of a willful self-deception, and the assumed public role of the poet as propagandist or moralist.

The attack of Swift's attack on poetry comes in his fantastic parody of the metaphysical theme of mental activity in the "Discourse of the Mechanical Operation of the Spirit". The brain must be considered a mass of little animals clinging together like bees in a swarm; from this the following can be deduced:

That all invention is formed by the Morsure [biting] of two or more of these Animals, upon certain capillary Nerves, which proceed from thence, whereof three Branches spread into the Tongue, and two into the right Hand . . . that nothing less than a violent Heat can disentangle these Creatures from their hamated [hooked] Station of Life, or give them Vigor and Humor to imprint the Marks of their little Teeth. That if the Morsure be Hexagonal, it produces Poetry; the Circular gives Eloquence; if the bite hath been Conical, the person whose nerve is so affected shall be disposed to write upon politics . . .

Needless to say these ironies are double-edged and highly ambiguous: does only the slightest shift turn satire into poetic vision, and vice versa?

How do we begin to interpret and evaluate the poetry of a man who bases on poetry seems by its very nature to imply such ironies? Thanks to the compelling force of Romantic aesthetic theory, and literature the problem for us is even greater than it was for Swift's contemporaries. We now possess the inheritance of Wordsworth, Coleridge, Blake, Shelley, and Yeats on the primacy of poetic imagination. We assume, know it or not, Hegel's interpretation of lyric poetry as the expression of the subjective apprehension of experience. Despite the efforts of Eliot and Pound to depersonalize poetic language we construct poets out of language and visions out of words. In every short poem there is a nightingale longing to set flight.

In the last six years there have been on my shelves four full-length studies of Swift's poetry, two collections of essays, and a host of other essays on individual poems. Valuable though these are, they reveal the extraordinary difficulty we must all feel when interpreting and evaluating this poetry. How do we cope with what looks like the doggerel thinness of its poetic texture? Norri Crow Jaffe in *The Poet Swift* (1977) asserts that Swift's language is given its unique power by "the force of his projected personality" and "the richness of his satiric expansion". John Frow in *Fisher in On Swift's Poetry* (1978) claims: "perhaps the chief value of Swift's poetry is not what it tells us about its subject, but rather what it shows us about its author"; the poems show above all "the ways in which Swift sought to temper his lurid indignation with the world into a morally responsible reaction" through the medium of verse.

While these two studies are very author-orientated, Peter Schakel's *The Poetry of Jonathan Swift: Allusion and the development of a poetic style* (1978) represents an attempt to revalue the poetic texture of Swift's

verse and to discover its rhetorical strategies, and in particular its use of allusion. Despite its limitations, that study encouraged a closer attention to Swift's textuality, evident in many of the essays in *Contemporary Studies of Swift's Poetry*, edited by J. I. Fisher and D. C. Mell (1981), and in a German study, Arno Löffler's *The Rebel Muse* (1982), which significantly attempts to approach Swift's poetry in terms of his own "poetic" rather than according to the critical languages provided by nineteenth and twentieth-century aesthetic theory.

It is here that Pat Rogers's edition is so significant and so timely since it enables us to look at the text of this poetry in a fresh and lively way. Although he does not himself knowingly take any critical stance, and indeed alludes to virtually all published criticism of the poem from whatever viewpoint, his edition is notable in that it brings to the fore in a new way Swift's verbal skill and linguistic dexterity. While Williams and Schakel confine themselves to direct literary allusion, Pat Rogers brings out a much wider range of parody and echo in style and tone, noting countless classical, biblical, and contemporary references. Swift's poetry becomes genuinely, at times almost essentially, a poetry of intertextuality in which author might even be said to disappear.

He emphasizes also Swift's lively attention to eighteenth-century colloquial speech, citing some thirty parallels with Swift's brilliant study of colloquial banality, *A Complete Collection of Polite and Ingenious Conversation*. Here we see Swift exploring the ironies of one of the modes of discourse that so fascinated him. We see also in Swift's persistent parodies of the styles and conventions of accepted literary forms, the pastoral, the Pindaric ode, the Ovidian myth, the night-piece, the love poem, the panegyric, the Horatian satire, the Georgic description. Although it is not new to emphasize Swift's parodies of such styles, Pat Rogers's commentary shows how pervasively Swift uses what he calls "generic transfers", in which the words of one style are employed in "formally inappropriate" contexts. For example, in a mock panegyric on syphilis, "Pethox the Great" (the title an anagram of "the pox"), Swift meditates in sonorous rhetoric on the origin of this great prince:

On whether, as the learn'd contend, You from your neighbouring Gaul descend; Or from Parthenope the proud, Where numberless thy votaries crowd . . .

Pat Rogers points out that "French disease", "French pox" and "French-sick" were all terms for syphilis, and tells us that "Parthenope" was the ancient name for Naples and that "Neapolitan disease" was yet another



Jonathan Swift, a portrait by Charles Jervas, 1718.

name for syphilis. We then realize that the languages of panegyric and poetic rhetoric are satirized here just as much as the pox itself. Indeed it is hard to say which is the real subject and which in fact is the cultural disease.

By drawing attention to these "verbal manoeuvres" and textual strategies Pat Rogers has certainly underlined what is the central point of the edition: "The verbal texture of Swift's poetry is more dense and richly freighted than was once supposed: it is the job of a modern editor to keep up with our new critical awareness, and to give concrete evidence of these poetic resources actually in play". This, in fact, is very much in accord with what some modern theorists say about the nature of all texts; as Barthes puts it in "From Work to Text", every text is "woven entirely with citations, references, echoes, cultural languages (what language is not?), antecedent or contemporary, which cut across it through and through in a vast stereophony . . . the citations which go to make up a text are anonymous, untraceable, and yet already read: they are quotations without inverted commas".

Pat Rogers's edition makes it unnecessary, and, arguably, impossible to do what many critics have tried to do, to construct any single image of the poet Swift, be it the emotional, violent poet of the "Legion Club", the pathological writer of "The Lady's Dressing Room", the sardonic

ironist of "On Poetry: a rhapsody", or the Olympian of the poems to Stella. No single image, no concepts of the "rich and complex personality", and no pattern of development will adequately do justice to this collection of poems.

What makes Swift's poetry so compelling is that it sees through the forms of discourse while at the same time completely depending upon them. In doing so, it demands new ways of thinking about its relationship with "reality" and "the actual world". It focuses not on "imaginative vision" (however reconstructed) nor on merely conventional views of the world. It seems to assume that "the poet" is in the world like everyone else, and that poetry discovers its "truths", most fully through infinitely circulating parodies of itself.

Not beggar's brai, on bulks
Not bastard of a pedlar Scot;
Not boy brought up to cleaning shoes,
The spawn of Bridewell, or the
Not infants dropped, the spurious
Of gypsies littering under hedges,
Are so disqualified by fate
To rise in church, or law, or state,
As he, whom Phoebus in his ire
Hath binnet with poetic fire.

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Strikingly different

Catullus
edited with an introduction,
translation and notes by G. P. Gould
Duckworth, £24.00 and £9.95
ISBN 0 7156 1435 3 and 1710 9

There are only three significant manuscripts of Catullus, all of which derive from one lost twelfth-century archetype. Professor Gould estimates that by the time of the first printed edition in 1472 the text "had contracted about a thousand errors". Many of these have over the years been corrected with a fair degree of certainty, but many have not; there are numerous gaps, all too often the text transmitted is obviously wrong for reasons of sense or metre, separate poems have sometimes been conflated. Gould argues that his text is

truer to Catullus's words than any yet printed. He has the right to make up his own mind, although few will agree with his every conclusion, and students using this book will need to exercise much caution, for the text is strikingly different from the standard Oxford text by Mynors. For example, in the first poem, Mynors's last two lines read:

qualescumque quod. <D>
plus uno manent perenne sacro.

Whereas Gould's reads:
qualescumque quidem patroni ut ergo
plus uno manent perenne sacro.

And in the second poem, Mynors's lines 7-8 read:

et solacium sui doloris
credo, ut cum gravis acquiescat arbor.

Gould's are:
credo, ut, cum gravis
solacium sui doloris.

Gould's dogmatism is not (for obvious reasons of space) backed up here by argument: the notes are very

brief, and hardly mention textual matters. The "critical notes" are simply a list of "significant departures from the manuscript tradition" when they have not already become the textus receptus. Identified from a list of "sources of conjectural emendations", which is not in fact complete, and is of little use except in conjunction with a far fuller bibliography than Gould provides.

However, this edition is not primarily intended for the scholar or student, but for the reader with perhaps a little Latin who, with the aid of the fairly literal translation printed opposite the text, the brief interpretative notes, and the useful hints on "reading Catullus aloud" (helpfully explaining the metra by comparison with English equivalents), will be able to get some feeling for the original. The prose translation is, perhaps confusingly printed on lines which correspond roughly though not precisely, with the Latin.

Gould claims that it "aims at combining accuracy, clarity and elegance". The first two ambitions are generally achieved, though Gould funks the obscure words (so *futuri* becomes "gets on the job", and *irritum* becomes "stuffs"). The third aim, however, sometimes comes a cropper - "It have many boys, it have many girls desired", "but I perchance she is joined in wedlock to the slutt", "dotard's drooping dinky". The author's years in America have led him to represent sums of money as "ten" or "a hundred grand" (we also find "bosom pal").

Caution, then, is required in approaching this new Catullus, especially on the part of students, but the editor's eager enthusiasm for his author and determination to overcome the difficulties in the way of making him widely accessible are much to be admired.

Peter Howell is lecturer in classics at Bedford College, London.

BOOKS

Peel's kindness to Ireland

Peel, Priests and Politics: Sir Robert Peel's administration and the Roman Catholic Church in Ireland 1841-1846 by Donald A. Kerr
Oxford University Press, £22.50
ISBN 0 19 821891 5

Gibbon's remark that history is little more than a register of the crimes, follies and misfortunes of mankind might have been written, one feels, with Anglo-Irish relations in mind. Yet, as Edward Norman reminded us twelve years ago in his *History of Modern Ireland*, there is another side to Irish history - the story of those Irish Catholics who wished to remain in the Union, of those English who tried to do justice to Ireland, and of those conciliators and reformers on both sides of the water who worked to create the conditions in which all these things might be possible.

This is an aspect which nationalist history, based on the axiom of Anglo-Irish dualism, is bound by its own logic to obscure and where possible to ignore. The fact that in the end conciliation, kindness and reform failed to preserve the unity of the British Isles does not remove those aspects from the history of Ireland; it merely makes it unfashionable to dwell on them. History for the most part sides with the big battalions.

In this excellent book Professor Kerr has chosen as his subject precisely one of those constructive phases in Anglo-Irish history: the attempt by Peel in the 1840s to coun-

teract Daniel O'Connell's agitation for the repeal of the Union. His policy was the more remarkable since it involved fundamental changes in that most sensitive of fields, the institutional relationship between the Protestant state and the Roman Catholic church. In almost every other state in western Europe it would have been a relatively simple matter to arrive at a concordat with the Papacy authorizing a degree of secular control over the Roman church within its border; George IV as King of Hanover had no difficulty in doing so. The church in Ireland, however, was that strange phenomenon, a branch of the universal, authoritarian, hierarchical church which was nationalist, popular, and fiercely independent. It was this which Peel had to face when he set out to improve the endowments and vocational training of the Roman Catholic laity for the first time the opportunity of securing university education in their own country. He succeeded in his first two aims; failed in the third. As this important study demonstrates, the two thirds of his programme that did succeed was more effective than either Peel or the British public ever realized.

For the writing of such a book as this Donald Kerr, professor of ecclesiastical history at Maynooth College, is admirably, perhaps uniquely well qualified. The story from the British government side is tolerably familiar. What he has been able to do is to round out that story with the first detailed study of the episode from the point of view of the Irish ecclesiastics with whom Peel had to deal. He has produced a vivid and informed picture of the character and inner workings of his church at that period which no Protestant and few Catholics could hope to equal. His exact and comprehensive scholarship, moreover, is made the basis for judgments and conclusions that are eminently impartial when one reflects that he is dealing with an episode which aroused much passion in

its own time and even today is difficult to approach without vestigial prejudices and sympathies. It is characteristic of the admirable balance of the book that its two heroes, so to speak, are Peel the Protestant Englishman who defied his party and much Anglican opinion in a serious attempt to solve the Irish problem by kindness, and Murray the Roman Catholic archbishop of Dublin who responded generously to that initiative despite bitter and prolonged intimidation from his coreligionists. That in a wider sense neither prime minister nor prelate was able to bridge the gulf of distrust and fear between English and Irish showed the depth of the historic problem with which they were grappling. They were not the first nor the last to be defeated in their search for a solution as much by history as by politics.

Nevertheless, that the story of this episode can be written with such charity and justice is in itself consoling. It is yet another outstanding contribution from the postwar school of Irish historians who have already done so much for a better understanding of our common past.

Norman Gash

Norman Gash was until recently professor of history at the University of St Andrews.

A lustful king?

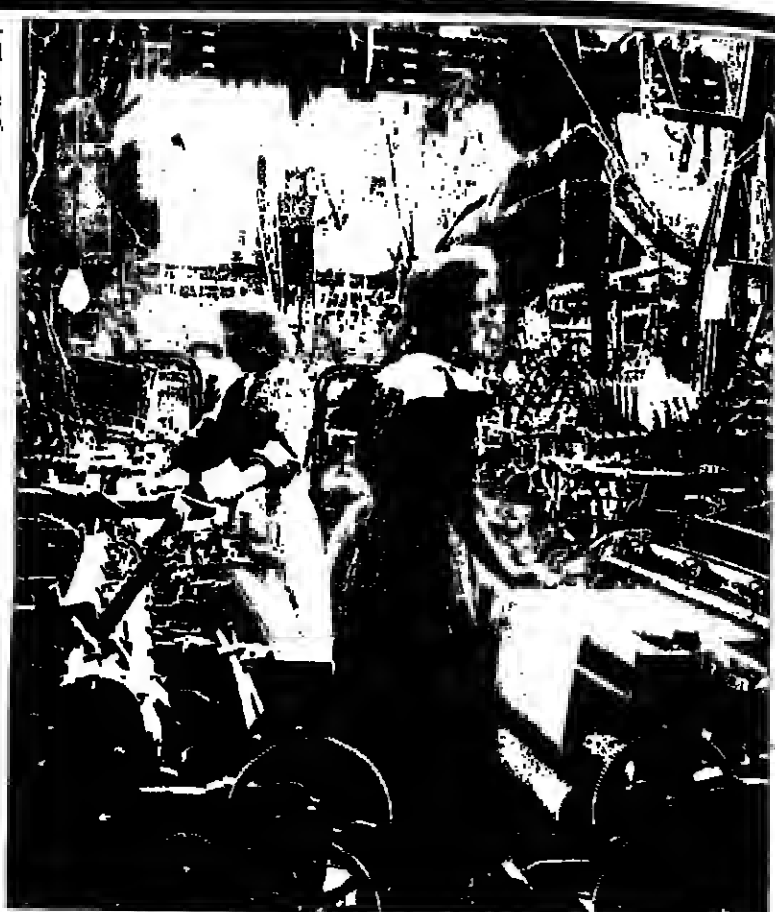
King Edward III by Michael Packe
edited by L. C. B. Seaman
Routledge & Kegan Paul, £12.95
ISBN 0 7100 9024 2

A full-scale reassessment of Edward III's reign is long overdue. Recent work on military logistics, the organization of armies, the legal conventions of war and the implications of chivalric culture have given new dimensions to the war with France which so dominated the period. Major work has been done on parliament and public finance, and on the nobility. Traditional views on the wool trade, source of much war finance, have been corrected.

Yet all such research has not been assembled in a book focusing on the career of Edward himself, and a convincing interpretation of his role has been lacking. Was he a mere military adventurer, whose idea of strategy amounted to no more than going where the wind changed to blow his fleets? Or was he a skilful politician, with a mastery understanding of the use of patronage, and an acute awareness of when to make concessions, and when to go back on them? To write such a book would be a formidable task: the volume of manuscript evidence will barely be tapped in its entirety.

It is regrettable that this book does not even attempt to seize the opportunity that exists. The preface claims, honestly enough, that it is intended for the general reader, but the provision of what purports to be scholarly apparatus suggests that the publishers hope that it will find a place in university teaching. It would be wrong to criticize the author too severely for he died before the book was completed, and had clearly read much more widely than the paucity of bibliography indicates. The book is old-fashioned narrative, more in the style of belles lettres than of historical scholarship, although those splendid words "certes" and "peradventure" only appear once, and then in a translation; there are passages that would be more at home in a historical novel.

There is less than might be expected of the horrors of the period, more enthusiasm for sex than for violence. Edward's alleged slaying of his brother John of Eltham does not feature, but there is much about his equally implausible rape of the countess of Salisbury, and the dust-jacket summary makes much of the author's "discovery" of the lady's true identity. The victim of the lustful king, a man keen on "polishing and scuffling on spiral staircases", is alleged to have been his cousin, a friend of Edward's brother, who when Edward met her at Work-



Women working weaving machines at Wortley Low Mills in Leeds, 1897. The photograph is reproduced in *The English World: history, character and people* edited by Robert Blake (Thames and Hudson, £14.95).

castle, "bad flowered out of all recognition from the leggy girl she had been when he last saw her, at her wedding four years earlier." It is with no sense of surprise that we learn that it was the same Alice whose garter was taken as the emblem for the king's new order of knighthood, or indeed that all this proved too much for Mortimer who had his wife beaten up so savagely that she died. This is as much of a mishmash of fact and fiction as the original tale of the rape given by the chondler Jean le Bel, and it is unfortunate that the author had apparently not read Antonia Gransden's cool and masterly dissection of the whole fantastic myth.

Michael Prestwich

Michael Prestwich is reader in history at the University of Durham.

Tudor treatise

De Republica Anglorum by Sir Thomas Smith
edited by Mary Dewar
Cambridge University Press, £19.50
ISBN 0 521 24109 X

Sir Thomas Smith was that rarity in English politics, an intellectual who rose to high public office but never lost the urge to inquire, end to instruct.

Smith's most famous literary work, *De Republica Anglorum*, suggests an almost Miltonic sense of England's "precedence of teaching nations how to live". Since according to Smith's own account of its gestation, the book was written in Toulouse in 1565 towards the end of a diplomatic mission, in order to demonstrate the "civility" of the English - "different" from all things almost as English (rather than Latin) his motive was perhaps private and even therapeutic: less Milton than the Browning of *Home Thoughts from Abroad*.

Back in England he did little to perfect the treatise, and it remained unpublished until, six years after his death, it was regarded as an authoritative guide to the English constitution and required reading for incoming secretaries of state. More than a century later, it served as a kind of primer for historians of Tudor government, and for a century of well-worn quotations in *De Republica Anglorum* is at once an essay in political philosophy and public administration. But it is also an all-time classic in the history of all-

training as a humanist and a civilian had taught him that the history and meaning of institutions are often embedded in the terms by which we know them.

Dr Dewar earlier gave us a political biography of Sir Thomas Smith (1964) and an edition of that remarkable anonymous work of mid-Tudor economic and social analysis, *A Discourse of the Common Weal*, which her researches had assigned to Smith (1969). The version of *De Republica Anglorum* which she has now published is based on a most careful collation of several manuscript copies (only two of which were known to a previous modern editor, Leonard Aston), and it embodies in the annotations some hundreds of textual variations which occurred in the first printed edition of 1583. It is consequently a definitive edition which will never need replacement. A useful bonus is added in an appendix which elucidates the nature of the "plagiarism" by which Smith ingested material from the *Description of England* written by his Essex neighbour, the parson William Harrison.

But the student who requires more than the bare text and an account of how it came down to us is not very well served by this moderately expensive edition. Historians have often approached Smith on their own terms rather than on his. Dr Dewar's brief introduction to the argument of the treatise is no exception. It is concerned almost exclusively with Smith's account of Parliament, although this topic occupies a mere two chapters out of a total of 58. To be sure, as Professor Geoffrey Elton has recently insisted, these two chapters are a salutary corrective of common misapprehensions about the constitutional role and significance of the Elizabethan House of Commons; just as a careful reading of Smith's equally famous chapters on social structure might have restrained the worst excesses of the "rise of the gentry" controversy of the 1950s. But by far the greater part of Smith's book concerns the working of the legal system and deserves a lawyer's commentary. Books two and three of *De Republica Anglorum* remind us that Elizabethan England was a society which did its business and fought its battles, not in government departments nor, for the most part, in Parliament but in a variety of courts of law. Not only the constitution but the political culture of the Tudor commonwealth was enshrined in the common law and in this Smith, sometime a regius professor of civil law, found its singularity and, we must assume, its excellence.

Patrick Collinson

Patrick Collinson is professor of history at the University of Kent.

BOOKS

What is truth?

Consequences of Pragmatism: essays, 1972-1980
by Richard Rorty
Harvester Press, £22.50 and £6.95
ISBN 0 7108 0403 2 and 0408 3

Consequences of Pragmatism comprises 12 of Richard Rorty's essays together with a lengthy introduction. Though the essays were written over a period of eight years (1972-80) and though Rorty himself admits that they are not always consistent with one another, they can all, he suggests, be regarded as attempts to apply a pragmatist theory of truth to a wide range of philosophical problems.

Rorty's own version of pragmatism takes as its starting point William James's account of truth as "what is good in the way of belief". Seen as a definition, an account of the nature of truth, this will of course appear pretty well useless, if only because it is by no means obvious that we can decide what is good in the way of belief, what it will be to our advantage to have some belief or other, or to the question "What is true?"

According to Rorty, however, the mistake is to suppose that the pragmatist has any interest in giving a definition of truth, or for that matter, of goodness, causality, beauty or any of the concepts around which philosophical controversies have traditionally centred. On the contrary James's emphasis on "what is good in the way of belief" stemmed from his conviction that such controversies are a waste of time. Philosophers, James felt, should cease to concern themselves with such unanswerable and in any case uninteresting questions as "What is truth?" and should instead turn their attention to the question "What beliefs is it to our advantage to hold?"

For the most part the views which Rorty attributes to James give an accurate picture of his own approach. During the course of the book Rorty discusses such diverse topics as the nature of logical necessity, the possibility of alternative conceptual frameworks, the relationship of truth and fiction and the methodology of the social sciences, as well as offering general accounts of the philosophical approaches of such writers as Dewey, Wittgenstein, Heidegger, Derrida and Cavell. And in most cases the strategy is roughly the same. After a relatively lengthy discussion of the philosophical debate engendered either by some particular topic or by the work of some philosopher, Rorty concludes that there is no way of resolving the controversy and that the issue is therefore not worth discussing. (He refers to this as his "don't-care" conclusion.) He closes with a comparatively brief historical account designed to explain why philosophers have been led up this particular blind alley and to point in the direction of a more fruitful approach to the topic.

Throughout these discussions the main difficulty is to see what Rorty believes the relationship to be between those philosophical traditions which he rejects, Platonism, positivism, and that which he accepts, the tradition of pragmatism. Often Rorty speaks as though the contrast is simply between different activities, concerned with different questions and approaching them in different ways and with different criteria. If this is the case then there does not seem any need to choose between them, and Rorty's own claim that pragmatism is "better" simply begs the question which set of criteria are being invoked. At other times he seems to suggest that there is some goal common to both pragmatism and, say, Platonism in terms of which they may be assessed. No one, he tells us, may ever have asked the question "What is truth?" if they had not wished to discover which views are true and which false. But we shall discover how true if we replace this (Platonic) question by the (pragmatic) question "How does such-and-such a belief enable us to cope with the world?"

Unfortunately there is no reason to believe this historical account of the motive which has led to philosophers to ask such questions. Indeed for a man who believes that the decision between pragmatism and other philosophical traditions must be made by reading the history of philosophy, Rorty often shows a disturbing tendency to rewrite history. A case in point would be the account of Wittgenstein's philosophy in the essays "Cavell on Scepticism" and "Keeping Philosophy Pure", where he argues, against such writers as Pears and Cavell, that we can best understand Wittgenstein's importance by seeing him not as providing answers to the epistemological questions raised by Descartes, but rather as someone who "made fun of the whole idea that there is something here to be explained". Certainly Wittgenstein thought that many of these problems, for example, the "problem of the external world", only arose because of mistaken presuppositions, but it by no means follows, as Rorty implies, that he thought the problems trivial. Nor is there anything in Wittgenstein's writings to suggest that he viewed the problems in this way, though there are numerous remarks to the contrary.

The truth is that it is Rorty's own attitude towards the history of philosophy which is being foisted on to Wittgenstein here. This attitude is in line with his own advice to contemporary philosophers to view past traditions "with the amused condescension typical of later generations looking back on their ancestors".

Secret society

Muslim Neoplatonists: an introduction to the thought of the Brethren of Purity by I. R. Netton
Allen & Unwin, £12.50
ISBN 0 04 297043 1

Many scholars have tried to solve the mystery surrounding the Brethren of Purity. The solid evidence is a collection of 53 epistles or essays occupying six volumes in all in printed editions, which were described by scholars a century ago as an encyclopaedia of the scientific and philosophical knowledge of the Islamic heartlands about the tenth century. Apart from this Arabic text little is known for certain. Even the date has not been established, though it is usually supposed that the epistles were composed by a secret society of ten or so men in Basra in the late tenth century.

In the course of the last hundred years many different theories about them have been put forward. Some scholars think they are identical with a section of the Isma'ili movement, the underground revolutionary movement which brought the Fatimid dynasty to power. When it was also realized that the epistles were somewhat second-rate as encyclopaedia, A. J. Arberry was led to characterize the material and its authors as "revolution masquerading as scientific enlightenment".

In this book Dr Netton has left aside the problems of date and authorship and has examined intensively the philosophical content of the epistles. He does, however, compare their assertions with Isma'ili doctrines and comes to the firm conclusion that the Brethren were not members of the Isma'ili movement, since the political interests and beliefs of that movement are completely absent from their writings. This contradicts the view of the leading French student of the Brethren, Professor Yves Marquet, but Dr Netton's argument is strong. He further insists that the Brethren were primarily interested in the attainment of personal purity as the passport to eternal bliss, so that "Brethren of Purity" is the correct translation of their name and not "Brethren of Sincerity" as some distinguished Islamists have held in the past.

When Dr Netton compares the philosophical views found in the epistles with those of the great Greek philosophers, he finds that their understanding and appreciation of Pythagoras was good and their knowledge of Plato slight, while Aristotle was seen by them chiefly in the light of Neoplatonism. Indeed, as his title indicates, he finds the Neoplatonic tradition of pragmatism. Often Rorty speaks as though the contrast is simply between different activities, concerned with different questions and approaching them in different ways and with different criteria. If this is the case then there does not seem any need to choose between them, and Rorty's own claim that pragmatism is "better" simply begs the question which set of criteria are being invoked. At other times he seems to suggest that there is some goal common to both pragmatism and, say, Platonism in terms of which they may be assessed. No one, he tells us, may ever have asked the question "What is truth?" if they had not wished to discover which views are true and which false. But we shall discover how true if we replace this (Platonic) question by the (pragmatic) question "How does such-and-such a belief enable us to cope with the world?"

As an interesting chapter deals with the Christian and Jewish substrata. The Brethren knew parts of the Old Testament but were not greatly attracted to it. On the other hand, such-and-such a belief enable us to cope with the world?"

he argues, against such writers as Pears and Cavell, that we can best understand Wittgenstein's importance by seeing him not as providing answers to the epistemological questions raised by Descartes, but rather as someone who "made fun of the whole idea that there is something here to be explained". Certainly Wittgenstein thought that many of these problems, for example, the "problem of the external world", only arose because of mistaken presuppositions, but it by no means follows, as Rorty implies, that he thought the problems trivial. Nor is there anything in Wittgenstein's writings to suggest that he viewed the problems in this way, though there are numerous remarks to the contrary.

The truth is that it is Rorty's own attitude towards the history of philosophy which is being foisted on to Wittgenstein here. This attitude is in line with his own advice to contemporary philosophers to view past traditions "with the amused condescension typical of later generations looking back on their ancestors".

W. Montgomery Watt

W. Montgomery Watt was until recently professor of Arabic and Islamic studies at the University of Edinburgh.

Utility and liberty

Mill on Liberty: a defence by John Gray
Routledge & Kegan Paul, £8.95
ISBN 0 7100 9270 9

Must we choose between human rights and human happiness? Or can there be a utilitarian theory of moral rights? For example, is someone who sees the general welfare as an overriding consideration entitled to express a moral objection to the existence of political prisoners or to the suppression and persecution of dangerous and deviant opinions? Or must be instead weigh the possibly socially-damaging consequences of toleration?

These are questions which are particularly relevant in the context of a discussion of the political and moral philosophy of John Stuart Mill, of whom it is a standard criticism that his attempt to defend liberty and toleration on utilitarian grounds was an attempt to square the circle. Either liberty can be assumed under the heading of utility, it is argued, so that a separate principle of liberty is unnecessary, or it is incompatible with it and so unjustifiable in utilitarian terms.

It is John Gray's contention, however, that Mill is a complex and able thinker who can be defended against this charge of glaring inconsistency. Mill himself wrote of his own political philosophy that it was "no system: only a conviction that the true system was something more complex and many-sided than I had previously had any idea of". Mill's complexity and many-sidedness is well-represented in Gray's discussion. The essence of his argument is that Mill's doctrine of liberty rests on a form of indirect or cooperative utilitarianism which leaves room for weighty secondary principles expressing moral rights and accommodating the demands of justice.

The key to understanding how this can be, according to Gray, is the recognition that Mill believed direct appeal to utility to be self-defeating. The more we pursue happiness, the more it eludes us. As a consequence, moral norms, in particular the appeal to liberty, must be held independent of direct utility. Morality, on this view, becomes an important social instrument for utility. Moral rules of maxims, then, can be derived from utility although their role is to disqualify direct appeal to it.

This is a paradox but not one it is impossible to resolve. It depends, essentially, on Mill's view of human nature, his conception of what happiness consists of for human beings - and on the empirical assumptions he makes about what happens when people set themselves

goals like utility or happiness as compared with when they simply decide to adhere to certain moral principles or respect certain moral rights. As far as the first is concerned, Gray makes the point that Mill's conception of happiness is an active rather than a passive one, with choice or "individuality" as a necessary ingredient. On Mill's view, choice-making rather than the style of life chosen has intrinsic value. This explains the central importance Mill gives to liberty, or as Gray prefers to say, to autonomy. For Mill, autonomy involves acting on one's current values, projects and life-plans. It is part of what Mill termed the "higher pleasures". As far as Mill's practical assumptions are concerned, Gray claims that Mill, like Rawls, requires of a principle that it should be widely acceptable, generating social stability and a sense of loyalty to public institutions. A principle of utility, since it could affect some people adversely, could not do this, and Gray therefore sees it as playing the role of an axiological principle in Mill's thought, while it is the principle of liberty that plays the role of an action-guiding principle.

Since Rorty can be a perceptive and entertaining writer, it is a pity that in this respect the book often provides a good illustration of G. I. Chatterton's observation that nothing is ever seen clearly when viewed from a great height.

R. W. Beardsmore

R. W. Beardsmore is lecturer in philosophy at University College, Bangor.

of critical morality. Mill himself allowed a utilitarian qualification to the principle of liberty and Gray points to its ambiguity. Did Mill mean to restrict liberty to prevent harmful conduct or simply to prevent harm? The latter could lead to quite extensively repressive state action, and to inequitable consequences in which the happiness of many is purchased by the sacrifice of the freedom of the few. But Mill himself would not sanction such state-sponsored injustice, preferring to endorse the elements of truth he acknowledged in theories of the social contract and the rights of man - rights which Mill grounds, however, in man's vital interests.

Gray's presentation of Mill makes him more worthy to be, in Gray's phrase, the "paradigmatic liberal" than do rival interpretations. His well-argued book is a valuable contribution to debate both about Mill and about the necessary presuppositions of liberalism.

Brenda Cohen

Brenda Cohen is lecturer in philosophy at the University of Surrey.

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BOOKS

PSYCHOLOGY

Explaining social behaviour

Game Theory and Experimental Games: the study of strategic interaction
by Andrew Colman
Pergamon, £17.25 and £8.95
ISBN 0 08 02060 70 5 and 69 1

Game theory and experimental games are not quite the jolly academic jape that the name might be taken to imply. Rather they are based on a mix of logic, mathematics, statistics and social psychology. One of the author's first points is that the title is a bit odd for the area and that the "theory of interdependent decision making" would be less misleading. Although intended as an introduction to the subject, the book does not begin with an indication of why it should be read, why the topic has caused research interest, the provocative or useful contributions that the area has made to the understanding of everyday life, and so on. Instead it begins with 13 pages of definition of technical terms, with examples of their use - for instance, to show how people go about deciding not to bump into one another in a corridor, how not to find a lover and lose a brother to the executioner at the same time (see *Measure for Measure*), and how not to go bust in a price war.

The game theory analysis assumes that individuals on a collision course, for instance, calculate the payoffs of their three possible actions (go left, go right, go middle), rather than, for example, saying "excuse me" or signalling their intentions clearly. Apparently the results of the action rather than its means of achievement are at the forefront of such calculations. I feel, however, that in doing this one has to ignore an awful lot of the interesting and intriguing subject matter of social behaviour in order to force oneself to focus on some pretty dry abstractions.

Indeed, much of the discussion of such issues seemed to me to run into the same problems as many of the paradoxes of Zeno of Elea. Just as motion is a process rather than a series of discrete events, so too are many interdependent decisions or games, where in any case outcomes do not arise jointly but sequentially. Equally many of the assumptions of game theory are unreal and inapplicable to the problems to which they are applied. Thus, the fact that an insurance salesman "ought" to be insured by the fact that there are 39,916,800 different round trips that are possible between 11 different customers does not really mean that any of us can rest easy. We know that insurance salesmen do not in fact sit there nonplussed, even if game theorists can have some theoretically instructive times trying to work out how the salesman should behave if they were paralysed, non-social, "non-human" calculating machines.

Despite some clear, worthy but rather dull technical chapters on the nature and ramifications of various models for different types of such simulated problem-solving and simulation, the book does have a number of interesting things to say about realistic issues like the strategic planning of drug beetles looking for mates on a cow pat, the issue of whether it makes statistical sense to vote honestly or strategically (rather than to follow the rules) and whether or not to be reciprocally altruistic.

Colman does what he can to make the book useful and interesting but it is an uphill battle and each example serves only to confirm the reader's mounting sense of astonishment that such real problems can be reduced to

of assuming that social behaviour and social processes can be ignored as long as one can come up with a baseline of logic-mathematics to "explain" what is left. His book, however, offers the strongest possible confirmation for the misleading but popular stereotype that social psychologists spend a lot of their time staring blankly out of tall white buildings wondering how and why people are actually living vibrant lives when mathematical theory would predict social paralysis.

Steve Duck

Steve Duck is senior lecturer in psychology at the University of Lancaster

Reading errors

Dyslexia: the pattern of difficulties
by T. R. Miles
Granada, £9.95
ISBN 0 246 11345 6

As the subtitle indicates, the aim of this book is to describe "the pattern of difficulties" associated with developmental dyslexia. Professor Miles has done this by analysing data collected from samples of dyslexic and non-dyslexic children. Comparisons of the two groups indicate that, on average, dyslexics are worse than the control children at repeating polysyllabic words, reciting the months of the year, telling left from right, recalling lists of digits in reverse order, and simple mental arithmetic.

It is unclear to me exactly why this kind of investigation is worthwhile. Certainly it cannot provide information about causation, since we have no way of knowing whether the symptoms described above are a cause or a consequence of poor reading and spelling. Indeed, the data do not allow one to assume the existence of any causal relationships, in either direction. Nor does this kind of work provide information relevant to treatment: I do not think that many people would expect that a teaching a dyslexic child to recite the months of the year correctly, or to recite "preliminary" properly, would improve the child's reading or spelling.

Indeed, this way of investigating developmental dyslexia can be positively misleading. The set of symptoms believed to characterize the disorder are not all shown by every dyslexic child; nor is every non-dyslexic child free from every one of these symptoms. As Professor Miles acknowledges, then, there will be children whose reading and spelling is unexpectedly poor; but who are normal at reciting the months of the year and so on. Other tasks described above. Professor Miles's view is that such children should not be classified as dyslexic, a view which, it seems to me, attaches too much importance to these associated symptoms. Furthermore, there will be children whose reading and spelling is adequate but who do show the symptoms regarded as associated with dyslexia: it seems very odd indeed to classify these children as dyslexic, yet that is what Professor Miles wishes to do.

It is curious that so much work on developmental dyslexia concerns how the dyslexic child performs in tasks not involving reading and spelling. Far more has been learned about this disorder from those investigations in which there is detailed scrutiny of the reading and spelling performance of dyslexic children. Data obtained in this way can provide a theoretical interpretation of a particular child's pattern of reading or writing difficulties; and can also provide direct suggestions concerning treatment.

A competent reader is capable of reading, pronounceable but unfamiliar letter strings such as "point" because he or she knows about the general rules relating letters to sounds. Such a reader can also read correctly irregular words like "rain", which disobey those rules, to guide him, the reader must recognize "point" as a particular word about which specific information about pronunciation has been previously learned. This is the competent reader's strategy. The competent reader, however, is not the dyslexic reader.

sound rules and whole-word recognition) available for reading. Now, one finds some dyslexic children who can read familiar words adequately but who have extreme difficulty in reading aloud unfamiliar words or non-words. Other dyslexic children show a quite different pattern: they may read "nint" correctly, while misreading "mint" by pronouncing it to rhyme with "mint". Two such children can achieve identical scores on a test of reading even though their reading disabilities are completely different in nature.

An obvious interpretation of such patterns is that the first kind of dyslexic child has a specific impairment of the letter-sound procedure for reading, with the whole-word recognition procedure intact. The second kind of dyslexic child, in contrast, is poor at using the whole-word recognition procedure and so must rely on the (relatively intact) letter-sound rule system. Such interpretations are both of theoretical interest and of obvious importance for planning treatment (the first kind of child needing help with phonics; the second, already using phonics too much, needing some form of whole-word training) and it is only by paying sufficient attention to what kinds of material the child can or cannot read, and what types of reading errors are made, that one can arrive at these kinds of interpretations, and these kinds of suggestions for treatment.

Max Coltheart

Max Coltheart is professor of psychology at Birkbeck College, London.

Adults learning

Learning How to Learn: applied theory for adults
by Robert M. Smith
Open University Press, £12.95
ISBN 0 335 10115 1

Robert Smith, a professor of adult education at Northern Illinois University, has wide practical experience of helping adults and college students to develop more effective learning skills. His book is a collection of that experience, conceptualized and justified through a wide range of research studies and authorities.

The theoretical sections of the book cover general principles of human learning, the distinguishing characteristics of the adult learner, and suggestions for matching teaching to learning styles, or altering ineffective styles. As the book is also intended to be of practical utility to both the adult learner and the adult educator, the former there is helpful advice about self-directed learning, collaborative learning, and for the latter there are many suggestions for setting up courses, and workshops for helping others to learn.

As the book contains a substantial body of simplified theory, bolstered by selected research findings, it seems more likely to appeal to adult educators than to adult learners. The practical advice on running workshops, and on the availability of materials (including inventories to measure learning style) will make it a useful reference for them. It includes, for example, specific activities for improving communication, for more effective planning, and for consensus decision-making.

At times it is difficult to see whether, in fact, the theoretical parts are guiding the design of activities; or whether it is being used to justify methods and personal experience. The threads are fairly loosely interwoven, and the garment is utilitarian rather than elegant; but it serves at least one of the purposes for which it was designed. Adult educators will be made well aware of the importance of helping their students to learn how to learn. "Give a man a fish and he eats for a day; teach him to fish and he eats for a lifetime."

Noel Entwistle

Noel Entwistle is professor of education at the University of Edinburgh

Anecdotal account of memory

Learning and Memory
by Donald A. Norman
Freeman, £10.95 and £5.25
ISBN 0 7167 1299 7 and 1300 4

Donald Norman wrote this short book in response to a friend's request for a simple account of human learning and memory which might serve to interest the uninitiated reader. In obedience to this popularizing objective the style is at times, disarmingly intimate and vocative, and the content occasionally conceptually shoddy.

The novice will not conclude that cognitive science is a rigorous or exacting enterprise, or one in which much attention is paid to empirical investigation. Rather, the impression is given that psychology remains pretty much an armchair activity, mildly influenced by recent developments in computer technology and artificial intelligence, and that theories can be constructed on the basis of introspections and personal anecdotes.

Unfortunately Norman does not command the philosophical insights or writing style which might justify this personal approach. The theorizing is an uneasy mixture of phenomenology and information processing terminology in which various "elves" make use of or are duped by a "memory system". There is some discussion of problems of knowledge representation, using standard concepts such as networks, scripts (yet again, the example of "eating in a restaurant"), and images.

In most cases the reader is introduced to such ideas by being asked to imagine that he is attempting to solve a problem which involves the use of inference or visualization. The possibility that theoretical proposals might be tested by the methods of experimental cognitive psychology (especially the techniques of "mental chronometry") is hardly acknowledged.

Norman clearly regards an emphasis on empirical tests as a negative factor which might disturb the free flow of speculative theorizing. At times he seems to be ignorant of much empirical work. For example, he comments that ease of deciding whether or not such items as "midgets", "morituri", and "happines" are English words might vary, and remarks that, even though such an experiment has not been done, he is fairly sure what the result would be. One wonders whether he can really be unaware of the numerous studies of this situation which have been conducted during the past decade or so and reported in the experimental journals.

This is a misleading account of the contribution of psychology to the cognitive sciences. A key feature of research in this field has been an insistence that mentalistic concepts should be operationally defined in terms of experimental measurements, such as reaction time or accuracy. By leaving aside the difficult problems of operational definition and experimental test Norman contrives to give the impression that his speculative ideas are untestable. With this essential core removed, cognitive psychology is reduced to a series of second-hand accounts of formalizations of "real" events, linguistics and artificial intelligence. Bashed out with anecdotal examples which appear banal or simplistic.

P. H. K. Seymour

P. H. K. Seymour is reader in psychology at the University of Dundee.

Evaluating Witness Evidence: recent psychological research, is based on papers presented at a conference held in Oxford in 1981 under the auspices of the Centre for Social Legal Studies. Published by Wiley and edited by Sally Lloyd-Bostock and Brian Clifford, the collection is available at £19.95.

BOOKS

PSYCHOLOGY

Twisted thoughts

Schizophrenia: the epigenetic puzzle
by Irving I. Gottesman
and James Shields
Cambridge University Press,
£18.00 and £6.95
ISBN 0 521 22573 6 and 29559 9
Schizophrenia and Madness
by Andrew Croxenden Smith
Allen & Unwin, £11.50 and £4.95
ISBN 0 04 157008 1 and 157009 X

The human brain has 100 billion neurones, each with about 1500 synapses, each with a million receptor molecules; signals are sent from neurone to neurone by neurotransmitters and neuropeptides, of which there are probably several hundred. Neurotransmitters may use more than one type of receptor molecule, and when they have reached the post-synaptic cell membrane, need a second messenger to complete the signal.

Gottesman and Shields are right in saying that these figures instil awe, but that the study of neural transmission is one of the most rewarding ways of investigating the "twisted" molecules that lead to twisted thoughts, and it has already revealed that anti-psychotic drugs all block the transmitter dopamine. Schizophrenia, in fact, is like a jigsaw puzzle with many of the vital pieces missing, but genetic information is seen here as making up the central pieces, and environment the background.

Certain facts, however, are inescapable. Identical twins of schizophrenia are three times more likely to be concordant for the illness than fraternal twins, and their risk is 36-40 times that of the general population. The children of schizophrenics who are adopted early still develop schizophrenia at adult rates almost as high as those of children reared by the affected parents, while children of normal parents show no increased risk in homes where an adoptive parent becomes schizophrenic. So a combination of family, twin and adoption studies supports the important contribution of genetic factors to schizophrenia and rules out the suggestion that sharing an environment with an affected person can account for the grouping of cases in families.

No environmental factor has been shown to produce illness with even moderate probability in anyone unrelated to an index case. On the other hand, more than half of identical twin pairs are discordant for schizophrenia, despite having all their genes in common, so that environment must contribute to its causes. These environmental stressors, however, only act on a person with genetic vulnerability; however severe, they have no noticeable effect in the population as a whole for schizophrenia, although they may cause other kinds of psychiatric disorder. This means that environmental causes of schizophrenia are difficult to identify, but probably contribute about 30 per cent to individual differences of liability, the rest of the risk being genetically determined.

In genetic determination, schizophrenia comes in the mid-range of conditions. With diabetes and cardiovascular disease, it shows curious paradoxes. For instance, a low rate among parents of cases compared with siblings (probably because affected people often fail to reproduce) and a female:male ratio of 2:1 among schizophrenics who become parents (probably due to a combination of earlier marriage in females and earlier onset of illness in males). The "schizophrenic-geno" family environment hypothesis is carefully analysed here and shown to be neither a necessary nor a sufficient cause, though some views of this kind are so vaguely formulated as to be incapable of testing.

The one probable factor, which falls far short of proper consideration, from Gottesman and Shields is vital information.



"The Swan Duet of Death", a drawing by a schizophrenic, showing rigid asymmetry. Taken from *Invented Worlds: the psychology of the arts* by Ellen Winner, published by Harvard University Press at £20.00.

tion, for which some intriguing evidence has emerged recently although the adoption studies might argue against it. Otherwise, this book resents the most lucid, informative and balanced treatment now available of an immensely complex subject. Although it is offered to general readers as well as professionals the former would probably be baffled by Andrew Smith's survey of the condition as a whole.

"Schizophrenia", he says "is not an ordered withdrawal, but a disordered flight from the outer world, involving a pathological and disabling process of disruption at the boundary between inner and outer worlds". To call it an illness is appropriate because it has an identifiable beginning, course and outcome, and because it changes people so that their functioning is profoundly impaired. Although schizophrenia is often alleged to be an expression of modern western society, descriptions of typical cases can be found in the Bible and in the lives of such historical figures as Henry VI. Cross-culturally, the same disturbed thought and behaviour can be found in most societies, almost always has a special name, and cannot reasonably be accounted for merely as violation of social norms.

Although such divergent views as R. D. Laing's are sympathetically explored here, the "double-blind" situation cannot be detected reliably in families and has never been shown to be specific to those with a schizophrenic member. However, school records of people who later become schizophrenic reveal many abnormalities, which may set up a vicious circle of reaction from their parents. Even if specific biochemical disturbances were actually found, they might be secondary to an originally psychological or social process, so that the unsolved jigsaw needs an undogmatic approach; and this is what Andrew Smith particularly offers.

Hugh Freeman

Hugh Freeman is senior consultant psychiatrist at the Hope Hospital, Salford, and honorary lecturer at the Universities of Manchester and Salford.

A dog's life

Animal Thought
by Stephen Walker
Routledge & Kegan Paul, £17.50
ISBN 0 7100 9037 4

What can we know of the mental life of other animals? How can we assess the beliefs of a laboratory rat, the intentions of a cat or dog, the reasoning and foresight of a chimpanzee? In attempting to answer such questions, Dr Walker makes use of two techniques.

The first is a somewhat more sophisticated version of that used by the pet-owner who makes the inference that mental events like those he knows (or thinks he knows) control his own behaviour, must be responsible for similar behaviour shown by his pet. Walker's observations of behaviour, are, more systematically, life gives us a clear account of recent

expect to find, therefore, pursuing the example given above, that the brain of the goldfish is not too dissimilar from that of man.

Walker's review of recent anatomical research shows this to be so. He examines the notion that the lowly fish is equipped with only a "basic" vertebrate brain, having a forebrain devoted to the sense of smell; that in "higher" vertebrates a massive enlargement of the forebrain has allowed this structure both to take over functions once handled by other parts of the brain and to develop quite new functions. Modern research reveals this account to be a crude over-simplification. Thus, the forebrain of the fish is not devoted principally to olfaction; and although the forebrains of fish (and reptiles and birds) lack the mammalian cortical layer, they can be shown to possess equivalent structures interconnected in equivalent ways.

On the basis of such anatomical and behavioural investigations, Walker concludes that all vertebrates are capable of thought. His arguments are persuasive but his interpretation of both lines of evidence will provoke debate. Thus, although the human brain conforms in its gross structure to the basic vertebrate plan, the possibility remains that it possesses less easily detectable features that are of critical importance for cognition. The fact that the two halves of our brain, though structurally very similar, seem to serve rather different functions helps to make the point. (The fact that this functional asymmetry is intimately associated with linguistic abilities makes the point especially pertinent.)

Again, complexity in behaviour need not necessarily imply complexity in the underlying mechanisms. Psychologists have hitherto employed a principle of parsimony in dealing with animal behaviour, trying to explain the complex in terms of simple mechanisms. Walker's conclusions are founded in his willingness to reject this principle and to that extent they will fail to convince those who remain unwilling to follow this, seemingly imprudent, course.

Geoffrey Hall

Geoffrey Hall is lecturer in psychology at the University of York

A collection of original papers on *Multicultural Childhood: education, ethnicity and cognitive styles* has been edited by Christopher Bagley and Gajendrak Verma and published by Gower at £13.50.



Madness and the Criminal Law

NORVAL MORRIS

Criminal law and mental health law: practised separately, these great powers of compulsory incarceration can achieve a just balance between freedom and authority, between the rights of the individual and the desire of the public to protect itself and its members. When mixed together, however, confusion and injustice and inefficiency predominate. So argues Morris in this controversial analysis. He explains the complexities of his subject and is emotionally charged nature; he then draws the vast US literature - an fitness for trial, the insanity defense, and sentencing the mentally ill - into a principled relationship, a general theoretical statement on this long and hotly debated topic. March 1983, £16.00

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CHICAGO

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BOOKS

PSYCHOLOGY

Tactual qualities

Tactual Perception: a sourcebook
edited by William Schiff and
Kameron Foulke
Cambridge University Press, £25.00
ISBN 0 521 24095 6

Touch is a neglected topic. It is not quite clear why vision and hearing have attracted so much more research. Perhaps these distal senses have been considered essential; or it could be a reaction against an earlier empiricist philosophy which assumed that touch and movement, if not perhaps exactly "touchstones", are nevertheless basic to our notions of objects and space. Perhaps it was simply snobbery: for some curious reason touch has been regarded as an inferior sense. A decisive factor, however, must have been the greater difficulty of controlling stimulus dimensions and precise measurement in studying touch experimentally. A book devoted to touch is a rare event, and consequently this collection of papers by diverse authors will be all the more appreciated.

Lester Krueger's expert exposition of the phenomenological analysis of tactual qualities by Katz in the early part of the century serves as a historical introduction which is nicely counterpointed by a final chapter from Schiff on judgments by blind users of the tangible graphic displays that have been designed for them by the sighted. The intervening chapters range from the more experimental to the more practically oriented. The concern in the main is with precise quantitative evidence about the information that can be obtained from touch, and the practical application of findings for use by the blind.

Carl Sherrick and James Craig provide a highly professional account of psychophysical studies on absolute sensitivity and difference thresholds, and on the effects of adaptation and masking, especially for vibrotactile stimuli. These patterns of mild vibrations can be varied in intensity, frequency and distribution of locations within a matrix of point stimuli applied to the skin. Their application in prostheses is discussed in a later chapter by Craig and Sherrick. The best known prosthesis is probably the Optacon, a direct visual print to tactile reading device. The black-white pattern of print letters is picked up by an array of photosensitive cells in a small camera that the reader moves across the page, and is translated into an array of vibratory pins under the reader's finger. Craig and Sherrick argue for the importance of computer-aided means of converting spatial, movement, and linguistic information to tactile form.

Problems and advances in tactile communication of speech for the deaf and deaf-blind are discussed in an interesting chapter by Jacob Kirman. Susan Lederman's review of studies of texture perception shows how experimental control and precision of measurement has been successfully extended to that field. Foulke, with the easy clarity we have come to expect from his writings on Braille and cognate patterns, compares visual and tactual reading, considers means of improving tactual reading rates, and provides some ingenious suggestions for further studies.

Tactual development is discussed by David Warren who recently published an important book on blind children. Here he concentrates, perhaps rather disappointingly, on the relation between the senses and the development of the child. The senses are separate and that development consists of progressive sensory integration, with the theory that the senses are unitary and that development means progressive differentiation. Such dichotomies, however, illustrate their respective protagonists, Piaget and Gibson, are blunt theoretical instruments. Many puzzles disappear once it is accepted that the senses are neither completely separate, nor provide exactly the same information. Indeed Warren himself makes the point that some modalities are more efficient for some types of information than for others.

John Kennedy's otherwise interesting exposition of tactual picture recognition and drawing by the blind is shadowed by a similar nature-nurture dichotomy which seems to equate nature *potential* for acquiring and inferring spatial knowledge with the possession of innate spatial ideas. The ingeniously designed spatial training studies which Edward Berish contributes would hardly be necessary if spatial concepts were easy for

the blind; and they would be useless if the blind were incapable of acquiring them. Kennedy's enthusiasm, however, may help to spur teachers of the blind to use drawing more. Billie Bentzen's graphic displays should also be of interest to teachers of the blind. The design and use of various types of maps for improving mobility in the blind is discussed by Grahame James; and John Gill considers and surveys methods of producing graphic displays from the point of view of an engineer with great expertise in the field of blindness. This is further supplemented by a chapter from Joshua Levi and Nancy Amick who are involved in the production and distribution of graphic displays for the blind.

For almost the first time we also have a chapter on social touching, in which Stephan Thayer produces a rethoric heroic review of a mass of studies on emotional and social aspects of touch, from its role in mother-infant relations to the greater daring involved in touching a social superior rather than an inferior. The area is vast, and still awaits a breakthrough in method and theory in many cases.

This book fulfils its aim in bringing together a good deal of material on touch. As a sourcebook on tactual perception it has limitations. The selection of topics is not as wide, nor is the coverage of different areas of study, or of theoretical issues, as even or exhaustive as such a title implies. Nevertheless, it is a useful book for the beginning researcher and for those concerned with aids and teaching aids for the blind.

Susanna Millar

Susanna Millar is a research officer in the department of experimental psychology at the University of Oxford.

Musical fashion

The Psychology of Music
edited by Diane Deutsch
Academic Press, £32.80
ISBN 0 12 213560 1

The psychology of music is strongly influenced by the prevailing theoretical and practical preoccupations of the mainstream of academic psychology, and Deutsch's representative selection of chapters by various authors on a wide range of topics reflects this influence.

Thus, there is just one chapter on the psychometric approach where the aim is to assess and classify individual ability using rather broad categories by way of a relatively short series of test questions. The hope is that performance on these items will predict the ability of the individual to cope with a much wider range of tasks. The rationale is similar to that behind the more familiar intelligence test. This approach had its heyday in the post-war decade but has fallen into disfavour with many psychologists because of the lack of reliability of the tests and their poor predictive power. The reasons for this are well reviewed here and Rosamund Shuter-Dyson discusses a number of possible improvements.

By contrast, there are numerous chapters which take a "cognitive" approach. Here the data tends to be more reliable, being gleaned in controlled laboratory conditions using more sophisticated techniques. Indeed, the current surge of interest in this area is largely due to the increasing availability of computers which can play "research music". Cognitive theory emphasizes the complexity and diversity of the processes involved in all aspects of music. Notable chapters are by Roger Shepard with some tortuous geometrical models of perceived pitch, and Robert Erickson with a crusading chapter on the nature of the sensory processes which underpin the perception of musical stimuli. Other chapters are rather heavy going and will only be skilfully read by ardent researchers. However, the vast majority of the reviews fall between these extremes.

The usual pitfalls encountered by this type of book are generally avoided. I was pleased to find a broad representative coverage of material which is usually crammed into single chapters of more general nature. However, as one might expect, there is a certain amount of betterogeneity of style and level of appeal. I can recommend some of the chapters as introductory material for first-year and second-year psychology students. For example, the two chapters by Rudolf Rasch and Reinier Plomp give a clear introduction to the fundamentals of physical acoustics and the nature of the sensory processes which underpin the perception of musical stimuli. Other chapters are rather heavy going and will only be skilfully read by ardent researchers. However, the vast majority of the reviews fall between these extremes.

Anthony Watkins

Anthony Watkins is lecturer in psychology at the University of Reading.

and linguistic meaning and clues some engaging "slips of the musical tongue" by way of illustration. Some cognitive psychologists have recently taken to examining brain-damaged patients for clues as to what to put in their functional models, and the chapter by Oscar Marin about the effects of brain damage on the skills of musicians and others will engage many theorists. For example, there is the case of the musician who can no longer recognize previously familiar tunes, but whose superlative playing ability is hardly affected.

Social psychologists are generally under-represented in the psychology of music, but they are exemplified here with a chapter by Vladimir Konecni. He runs true to form by pointing out that cognitive psychologists in their search for reliable data, have failed to take social factors into account.

There is a hint of two of some new departures in methodology. I was particularly interested by the computer-based "analysis-synthesis" approach described by Jean-Claude Risset and David Wessel in their chapter on timbre perception. Here the idea is to use the computer as an aid to theory construction in conjunction with its facility in data collection. Perhaps this approach will answer Erikson's call for a better theory when it is more generally applied.

The usual pitfalls encountered by this type of book are generally avoided. I was pleased to find a broad representative coverage of material which is usually crammed into single chapters of more general nature. However, as one might expect, there is a certain amount of betterogeneity of style and level of appeal. I can recommend some of the chapters as introductory material for first-year and second-year psychology students. For example, the two chapters by Rudolf Rasch and Reinier Plomp give a clear introduction to the fundamentals of physical acoustics and the nature of the sensory processes which underpin the perception of musical stimuli. Other chapters are rather heavy going and will only be skilfully read by ardent researchers. However, the vast majority of the reviews fall between these extremes.

Anthony Watkins

Anthony Watkins is lecturer in psychology at the University of Reading.

BOOKS

PSYCHOLOGY

Conceptual basis

Conceptual Issues in Psychology
by Elizabeth R. Valentine
Allen & Unwin, £12.00 and £5.95
ISBN 0 04 150 079 2 and 080 6

"Is psychology different from other sciences?", asks Dr Valentine in the first sentence of her book. The answer apparently is "yes", for in what other science would second-year and third-year undergraduates be expected to master a book on the "conceptual basis" of their subject, ranging from the problem of free will to the nature of teleological explanation?

Dr Valentine's book is intended as a main text for courses in the philosophy and theory of psychology, and as such it provides a useful if necessarily brief introduction to a wide variety of issues. Some of these are traditional grist to the philosophical mill, such as the nature of consciousness; others are more specific to psychology, such as the chapter on humanistic psychology. The general style is scholarly, with large numbers of references in the text (sometimes, I felt, this was overdone) and many suggestions for further reading. The general purpose is expository and critical rather than partisan: a welcome change from more dogmatic books on the same subject, although occasionally I would have liked more forthright rejection of nonsense, instead of the "On the other hand, Pilkington and Glasgow have pointed out..." approach.

Despite the book's virtues, I was left with a sense of unease. If there is any interdisciplinary subject called "philosophical psychology", it would surely be reasonable to expect that it is a mixture of scientific, empirical work and conceptual analysis. Now this book is nearly all conceptual; so where is the specifically psychological content? The answer seems to be that all of the problems analysed are, more or less, to do with mind, and are thus to do with psychology. I believe however, that it is academic imperialism to grab every problem in sight, and to give it the label "psychology", merely because it seems to be interesting, and in some way connected with mental phenomena.

Michael Morgan

Michael Morgan is professor of psychology at University College London.

created. Artificial intelligence (AI), which has been so well discussed by Margaret Boden (an object lesson in philosophical psychology, this is also a subject on which one could expect a useful conceptual analysis. There is indeed a chapter on AI in Dr Valentine's book, but unfortunately it is pitched at far too abstract a level. I wanted good descriptions of actual programs, and some account of the current controversies about the validity of claims for natural language simulators. So outdated is the present account that it actually talks of computers being constructed from "thermionic valves". In a philosophy book this would be merely quaint; in a psychology book it is little short of disastrous.

The final two chapters are concerned with the issues many students have in mind when they ask for more philosophical psychology: on "humanistic psychology" and "idiographic approaches". Phenomenology is an important subject in philosophical psychology, because at least some of the phenomenologists have been interested in the results of psychological studies, and have reflected usefully upon them. Merleau-Ponty, for example, has had some interesting remarks to make on brain injury, and on the effects of orientation on shape perception. He was one of the first to resist the myth that shapes are perceptually invariant under rotation. I wished that Dr Valentine had gone into this aspect of phenomenology; general statements such as "According to phenomenology reality is relative to consciousness and transcends it" are not going to mean much to the student, if indeed to anyone. This is another example, I felt, of the book being pitched at the wrong level of abstraction.

Conceptual Issues in Psychology is comprehensive within its own terms of reference and is in the main clearly written. Although it will certainly be found useful in courses on philosophical psychology, it narrowly fails to convince me that such a course should be considered an essential part of the undergraduate curriculum.

Michael Morgan

Michael Morgan is professor of psychology at University College London.

The moral sphere

Morality in the Making: thought, action, and the social context
by Helen Weinreich-Haste
and Don Locke
Wiley, £24.75
ISBN 0 471 10423 X

This collection of papers arises out of the deliberations of a group of academics from the disciplines of psychology, philosophy and education, which meet from time to time under the banner of MOSAIC (Moral and Social Action Interdisciplinary Colloquium). Unfortunately, bringing together workers from different disciplines is, as we all know, not to be taken as equivalent to interdisciplinary study, because most of us wish to emphasize what we perceive to be the strengths, rather than the weaknesses, of our disciplines, and this book does not really represent an exception to this rule.

Although the editors are aware of the diversity of opinion contained in this book, acknowledging that the papers are not written from a point of view shared by all contributors and providing a helpful commentary in order to weave the pieces together, it soon becomes apparent that there are fundamentally opposing viewpoints sitting side by side. The overall effect is, therefore, not that of a coherent mosaic or even of a few pieces missing from an otherwise completed pattern but of a pot-pourri giving the scent of "progress to be made".

The point from which all contributors wish to progress is Kohlberg's theory of moral development. Kohlberg argues that moral development

occurs through a number of stages. At first the child assesses the moral worth of an action in terms of the rewards and punishments to be gained. He proceeds through a conventional level, at which morality is seen as a matter of conformity to social conventions, to a post-conventional level, which at its summit (stage six) is said to involve recognition of the universal principles of justice and equality.

Kohlberg reached these conclusions through presenting children from different cultures with hypothetical moral problems and asking them to give reasons for the solutions they held to be moral. This work is in the cognitive-developmental tradition of Mead and Piaget, in which the development of ego, in which the child constructs a coherent view of the world, as the growth of his intellectual competence allows him to do so and as that competence allows him to gain from social interaction in "taking the role of the other".

The weaknesses of this approach have been clear for some time. Despite his emphasis on role-taking, Kohlberg seems to underestimate the existence of variations in moral attitudes as a result of social and ideological differences. He stands accused, then, of viewing morality too much in western terms and of not being sufficiently sensitive to the different ways in which a principled morality can be articulated. Also, he deals exclusively with moral judgment and does not address the question of the transition from judgment to action. Moreover, as all cognitive-developmental theorists tend to do, Kohlberg neglects the foundations of social cooperation in infancy and early childhood, regarding morality as the province of higher levels of thought.

All of these criticisms, and more, are made cogently in the present volume. Some seem to be more constructive than others. Those which beat the social-ideological drum are in clear opposition to Kohlberg's position and suggest that there is little of value in it. To be sure, it is useful to be reminded of the plurality of views that accompany divergent social conditions, but I cannot help thinking that something more than pluralism is needed if we are not to degenerate into a straightforward social reductionism which obscures the difference between social pressures and moral behaviour. Some consideration of Ernest Gellner's idea that some form of universalism is the best defence of pluralism would have raised the level of debate here.

Less doctrinaire are the papers of Derek Wright who pursues the interesting idea that the six stages can best be understood as "steps in the progressive conscious realization of the practical morality the child has been living all along", and of Roger Straughan, who takes us through a careful analysis of the judgment/action problem.

There is no direct guidance for educators in this book, because the contributors are concerned with fundamental, theoretical issues. However, there is a parallel between the educational question of whether morality should be "taught" as a distinct area of the curriculum and the academic problem, not taken up in this account, of understanding the relationship between the moral field and other areas of value. The mosaic which these authors are working upon is itself part of the wider structure of human values and arguably we need to understand this structure and the values inherent in the different forms of human activity if we are to comprehend the moral sphere.

This book serves the useful purpose of opening up issues and alternatives for further study. It can be strongly recommended to students of Kohlberg and Piaget who can tolerate the disequilibrium of moving beyond them.

Neil Bolton

Neil Bolton is professor of education at the University of Sheffield.

Excerpts from Jung's published writings have been selected by Anthony Stor and published with an introduction and prefatory notes as *Jung: selected writings*, a Fontana Pocket Reader available at £3.95.

New Books on PSYCHOLOGY from Allen & Unwin

'Autistic' Children: New Hope for a Cure

N. Tinbergen,
Royal Institute of Psychiatric
and E. A. Timmergen

In this important study Nobel Prize winner N. Tinbergen and his wife Elizabeth demonstrate convincingly well founded reasons for new hope in the treatment of autistic children. It will prove essential reading for parents of autistic children as well as for those who lead a disordered life in their professional life.

April 1983 372pp

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Two Words Together: A First Sentences Language Programme

Bill Gillham,
Child Development Research Unit

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February 1983 70pp

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University of Warwick
SSRC
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The Papua New Guinea University of Technology
Department of Applied Physics
LECTURERS

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University of Warwick
Department of Electrical Engineering
LECTURER IN VALIDATION/SPECIFICATION RELATED TO REAL-TIME SYSTEMS

University of Warwick "NEW BLOOD" AND INFORMATION TECHNOLOGY LECTURERSHIPS

Applications are invited for the following appointments, funded under the UGC's "New Blood" and information technology initiatives. The posts are available from 1st October, 1983, and in addition to the salary for each post, the UGC award makes some provision for research and other costs. For the "New Blood" posts, candidates should normally be aged 35 or under.

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Universities

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Starting salary will depend on qualifications and experience.

FRINGE BENEFITS:

Provident Fund or Gratuity; Housing Provision, Medical Benefits; and Vacation Leave. Standard Passage will be provided to overseas appointees. Please apply with full resume, transcripts, testimonials and a recent photo to the Personnel Office, Hong Kong Baptist College, 224 Waterloo Road, Kowloon, Hong Kong.

Colaiste na hOllscoile Corcaigh
University College Cork

LAW

Applications are invited for a full-time post as Assistant Lecturer or College Lecturer in the Department of Law. The salary scales are:
College Lecturer - IRE10,877-IRE12,400 Bar
IRE12,514-IRE15,996 p.a.
Assistant Lecturer - IRE9,291-IRE10,079 p.a.
Application forms and further details of this post may be obtained from the undersigned.
Latest date for receipt of applications is Friday, 5th May, 1983.

M. F. Kelleher
Secretary

University of Durham
TEMPORARY LECTURER IN SOCIOLOGY

Applications are invited for the post of Temporary Lecturer in Sociology. The successful candidate will be expected to have a degree in Sociology, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of sociology. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of Durham, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

University of Glasgow
LECTURSHIP IN STATISTICS

Applications are invited for the post of Lecturer in Statistics. The successful candidate will be expected to have a degree in Statistics, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of statistics. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of Glasgow, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

University of London
CHAIR OF SCIENCE EDUCATION

Applications are invited for the post of Chair of Science Education. The successful candidate will be expected to have a degree in Science Education, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of science education. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of London, 100 Brookline Drive, London W14 7AB, by 5th May 1983.



Applications are invited for the following posts for which applications close on the date shown. SALARIES (unless otherwise stated) are as follows: Professor \$40,000; Senior Research Fellow \$30,000; Research Fellow \$20,000. Further details and application procedure may be obtained from The Association of Commonwealth Universities (ACU), Commonwealth Universities (ACU), 28 Gordon Square, London WC1H 0PF, unless otherwise stated.

The University of Sydney
CHAIR OF GEOGRAPHY

Applications are invited for the Chair of Geography in the Faculty of Geography. The successful candidate will be expected to have a degree in Geography, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of geography. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of Sydney, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

The University of Tasmania
CHAIR OF LAW

Applications are invited for the post of Chair of Law in the Faculty of Law. The successful candidate will be expected to have a degree in Law, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of law. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of Tasmania, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

The University of South Australia
CHAIR OF DRAMA

Applications are invited for the post of Chair of Drama in the Faculty of Arts. The successful candidate will be expected to have a degree in Drama, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of drama. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of South Australia, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

University of London
CHAIR OF SCIENCE EDUCATION

Applications are invited for the post of Chair of Science Education. The successful candidate will be expected to have a degree in Science Education, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of science education. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of London, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

University of Bristol
CHAIR IN RUSSIAN STUDIES

Applications are invited for the post of Chair in Russian Studies. The successful candidate will be expected to have a degree in Russian Studies, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of Russian studies. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of Bristol, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

James Cook University of North Queensland

PROFESSOR OF ACCOUNTING (Department of Commerce)

Following a reorganisation in the Department of Commerce, a new Organizational Studies Unit has been established in the Faculty of Arts with effect from 1 January 1983. Professor S. J. Rogers, formerly Professor of Commerce and Head of the Department of Commerce, has been appointed to the position of Professor of Accounting. The new unit will be responsible for the teaching and research in the field of accounting. Applications are invited for the position of Professor of Accounting. The successful candidate will be expected to have a degree in Accounting, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of accounting. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, James Cook University of North Queensland, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

The University of New England
SENIOR RESEARCH FELLOW

Applications are invited for the post of Senior Research Fellow in the Department of Geography. The successful candidate will be expected to have a degree in Geography, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of geography. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of New England, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

The University of New England
SENIOR RESEARCH FELLOW

Applications are invited for the post of Senior Research Fellow in the Department of Geography. The successful candidate will be expected to have a degree in Geography, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of geography. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of New England, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

The University of New England
SENIOR RESEARCH FELLOW

Applications are invited for the post of Senior Research Fellow in the Department of Geography. The successful candidate will be expected to have a degree in Geography, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of geography. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of New England, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

The University of New England
SENIOR RESEARCH FELLOW

Applications are invited for the post of Senior Research Fellow in the Department of Geography. The successful candidate will be expected to have a degree in Geography, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of geography. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of New England, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

The University of New England
SENIOR RESEARCH FELLOW

Applications are invited for the post of Senior Research Fellow in the Department of Geography. The successful candidate will be expected to have a degree in Geography, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of geography. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of New England, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

The University of New England
SENIOR RESEARCH FELLOW

Applications are invited for the post of Senior Research Fellow in the Department of Geography. The successful candidate will be expected to have a degree in Geography, postgraduate research experience is desirable, although not essential. The successful candidate will be expected to contribute to teaching in undergraduate and postgraduate courses, to supervise practical classes and to undertake research, particularly in the area of geography. Salary scale £11,155 - £13,155. Applications should be sent to the Registrar, University of New England, 100 Brookline Drive, London W14 7AB, by 5th May 1983.

CANBERRA COLLEGE OF ADVANCED EDUCATION

Universities continued

University of Essex
CHAIR IN
COMPUTER
SCIENCE

Applications are invited for a Chair in Computer Science in the field of computer systems and software. The holder will be expected to lead research in this field and to contribute to the development of the Department of Computer Science. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Computer Science, University of Essex, Colchester, Essex, CO1 3QU.

Consideration will be given to applications from both UK and overseas. The successful candidate will be expected to lead research in this field and to contribute to the development of the Department of Computer Science. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Computer Science, University of Essex, Colchester, Essex, CO1 3QU.

The University of
Lancaster
LECTURESHIP IN
PERSONNEL
MANAGEMENT

Applications are invited for a three-year fixed term Lectureship in Personnel Management. The holder will be expected to lead research in this field and to contribute to the development of the Department of Personnel Management. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Personnel Management, University of Lancaster, Bailrigg, Lancaster, LA1 4YW.

University of
Essex
Department of Computer
Science
LECTURESHIP IN
DATABASE
MANAGEMENT OR
SOFTWARE
ENGINEERING

Applications are invited for a three-year fixed term Lectureship in Database Management or Software Engineering. The holder will be expected to lead research in this field and to contribute to the development of the Department of Computer Science. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Computer Science, University of Essex, Colchester, Essex, CO1 3QU.

Polytechnics

CITY OF BIRMINGHAM POLYTECHNIC
FACULTY OF THE BUILT ENVIRONMENT
BIRMINGHAM SCHOOL OF ARCHITECTURE
LECTURER II/SENIOR LECTURER
(HALF-TIME)
COMPUTER APPLICATIONS

The appointed person will be required to work throughout the Faculty to enhance staff and student awareness and utilisation of computing facilities including Computer Aided Design. The appointment will be for two years from 1st September, 1983. Salary Scale: LECTURER II £8,955-£11,222 p.a. pro rata. SENIOR LECTURER £10,173-£11,954 (bar) £12,216 p.a. pro rata. Further details and application forms (to be returned by 22nd April, 1983) to The Personnel Officer, City of Birmingham Polytechnic, 100, Broad Street, Birmingham, B4 2SU. Tel: 021-625 8193, Ext. 216.

Maesey University
Palmerston North, New
Zealand
Department of Soil Science
POSTDOCTORAL
FELLOW

A vacancy exists for a postdoctoral fellow in the Department of Soil Science. The holder will be expected to lead research in this field and to contribute to the development of the Department of Soil Science. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Soil Science, Maesey University, Palmerston North, New Zealand.

The University of
Aston
in Birmingham
Department of Ontholathir
LECTURESHIP

Applications are invited for a three-year fixed term Lectureship in Ontholathir. The holder will be expected to lead research in this field and to contribute to the development of the Department of Ontholathir. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Ontholathir, University of Aston, Birmingham, B4 7ET.

University of
Cambridge
Newham College
LECTURESHIP IN
PHYSIOLOGY

Applications are invited for a three-year fixed term Lectureship in Physiology. The holder will be expected to lead research in this field and to contribute to the development of the Department of Physiology. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Physiology, University of Cambridge, Newham College, London, E1 6AN.

University of
London
CHAIR OF
PHILOSOPHY OF
EDUCATION
TENABLE AT THE
INSTITUTE OF
EDUCATION

The Institute invites applications for a Chair of Philosophy of Education. The holder will be expected to lead research in this field and to contribute to the development of the Institute of Education. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Institute of Education, London, N1 7TA.

HONG KONG POLYTECHNIC
EDUCATION TECHNOLOGY UNIT

The Education Technology Unit in the Hong Kong Polytechnic has vacancies for:

Programme Development Officers
and Senior Editors

who will be expected to participate in the Programme Development, Curriculum Development and Learning Materials Production activities for its full-time and evening programmes. The appointments will be at Senior Lecturer/Lecturer equivalent level and the majority of the available posts are tenable immediately. Candidates for Programme Development Officer posts SHOULD have: (a) a first degree; (b) relevant experience in education, preferably at post-secondary/tertiary level; (c) experience in instructional development in the area of production of individualised learning materials; (d) experience in the design and development of learning materials; (e) experience in the design and development of learning materials. Candidates for Senior Editor posts SHOULD have: (a) a first degree; (b) extensive manuscript assessment, editing, reviewing and editorial management experience, preferably at an educational publishing establishment; (c) an understanding and working knowledge of typesetting and printing processes; (d) an understanding and working knowledge of design elements in bookmaking and illustration work; (e) perfect written English; (f) a knowledge and understanding of the Hong Kong educational system and/or experience in education or instructional development. Experience in the production of multi-media teaching/learning materials would be an additional advantage. Salaries: Senior Lecturer - HK\$108,380 to HK\$116,700 p.a. Lecturer - HK\$90,240 to HK\$100,980 p.a. Note: £1 = HK\$9.82 on 21st March, 1983. Appointment will be on two-year gravity-bearing contract terms initially. Thereafter suitable appointments may be offered contracts of superannuable terms of service at the discretion of the Polytechnic. Benefits include long leave; subsidised accommodation for overseas appointees and local appointees on a salary of HK\$11,530 p.m. or above; medical and dental benefits; children's education allowance; and a terminal gratuity of 25% of basic salary received over entire contract period. Further information and application forms are obtainable from the Association of Commonwealth Universities (ACU), John Foster House, 38 Gordon Square, London WC1H 0PF. Completed application forms should be returned to the same office by 22nd April, 1983.

Lecturer 'A' in
Home Economics
£7,955-£12,561
(Post Ref: 63/6)

Applications are invited from graduates in Home Economics or a related discipline who have substantial commercial experience in the food area for the above post in an expanding and innovative institution of higher education. Further particulars and application forms are available from The Secretary and Treasurer, Staffing, at the address or telephone number below. The closing date for this post is Monday, 18th April, 1983.

THE
QUEEN'S COLLEGE
GLASGOW
1 Park Drive, Glasgow, G8 8LP
Tel: 041-334 8141
A Scottish Central Institution.

PLYMOUTH
POLYTECHNIC
Technician
(CARTOGRAPHY)
T3/4
Salary: £5,973-
£7,545 plus
Qualification
Allowance

To be in charge of providing a Cartographic Service to the Department of Geographical Sciences for both teaching and research, including producing maps and diagrams to publication standard. A knowledge of statistical methods, map compilation and an ability in computer assisted cartography would be an advantage. A current driving licence is essential. Applicants should have more than 4 years experience in a cartographic post and should hold an HNC or equivalent in Geographical Sciences and/or Cartography. Application forms to be returned by Friday 22nd April 1983, are obtainable from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth, PL4 8AA.

PLYMOUTH
POLYTECHNIC
LEARNING
RESOURCES
CENTRE
Deputy Head of
Educational Services
Principal
Lecturer
Salary:
£11,931-£16,016

Responsible to the Head of the Learning Resources Centre for the co-ordination of educational support services within the institution. The Centre provides a wide variety of facilities in support of teaching and learning, and is responsible for the number of educational and technological facilities. Application forms to be returned by Friday 22nd April 1983, are obtainable from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth, PL4 8AA.

DEPARTMENT OF FASHION AND TEXTILES

LECTURER GRADE II/
SENIOR LECTURER
IN FASHION/
KNITWEAR DESIGN
(£8,855-£12,615)

Required to work primarily on the MA Course in Knitwear and Knitted Fabric Design. Candidates should have recent experience as a designer in industry and part-time teaching experience would be seen as an advantage. Further details and form of application from the Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4AU. Forms to be returned as soon as possible.

TRENT
POLYTECHNIC
NOTTINGHAM
Sunderland
Polytechnic
Faculty of Art and
Design
Department of Applied
Studies
PART-TIME
LECTURERS - £11.57
per hour (under
review)
Required initially for the summer term, 1983 and for the following year. The following areas: Technical drawing, Design, Colour, Ceramics, Pottery, Jewellery, and other media. Enquiries in the first instance should be made to Mr. Brian Bell, Head of Department of Applied Studies, Trent Polytechnic, Burton Street, Nottingham NG1 4AU. Telephone: 051-511 1111. Closing date 28 April 1983.

Preston Polytechnic
BRITISH
AEROSPACE
LECTURESHIP IN
COMPUTING
Applications are invited for a three-year fixed term Lectureship in Computing. The holder will be expected to lead research in this field and to contribute to the development of the Department of Computing. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Computing, Preston Polytechnic, Preston, Lancashire, PR1 2TQ.

Brunel
University
Office of the Secretary
General and Registrar
ADMINISTRATIVE
ASSISTANT
Applications are invited for the post of Administrative Assistant in the Office of the Secretary General and Registrar. The holder will be expected to provide administrative support to the Office. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Office of the Secretary General and Registrar, Brunel University, Uxbridge, Middlesex, UB8 3PH.

Fellowships

THE BRITISH SCHOOL AT ROME
BALSDON SENIOR FELLOWSHIP
1984-85
The School offers the above Fellowship to an established Scholar in the Archaeology, History (including the History of Art) and Letters of Italy in all periods for 6 months free residence at the School. Particulars and application forms from the British School at Rome, 1, Lower Grosvenor Road, London SW7 2AA. Completed applications to be sent to the School, London, on 2nd June, 1983.

Librarians

UNIVERSITY OF WALES
Lampeter
SAINT DAVID'S UNIVERSITY COLLEGE
ASSISTANT LIBRARIAN
Applications are invited for a post of Assistant Librarian for a period of two years under the terms of a grant from the British Library. Candidates should be graduates with qualifications in Librarianship. Experience in the design and development of learning materials would be an advantage. Further details and application forms are obtainable from the Academic Services Officer, Saint David's University College, Lampeter, Dyfed, SA48 7ED. Closing date: 2nd April, 1983.

THE TIMES HIGHER EDUCATION SUPPLEMENT 6.43

Colleges of Higher Education

ST. MARY'S COLLEGE
Strawberry Hill, Twickenham

St. Mary's College is a Roman Catholic College of Higher Education and offers undergraduate courses leading to two-subject BA, BEd and BSc honours degrees of the University of Surrey, as well as a variety of postgraduate courses. Currently, courses leading to University of London qualifications are being phased out. The College has about 1,200 students, of whom approximately half are registered for BA/BSc degrees and half for the BEd degree. Applications are invited for the following appointments and candidates should be well qualified, preferably with a higher degree and research experience of good school teaching experience.

HEADS OF
DEPARTMENT
HISTORY Grade 5
PHYSICS Grade 4
ENGLISH Grade 4 (Grade 5 under consideration)
FRENCH Grade 4
LECTURERS
(LII/SL according to experience
and qualifications)
DRAMA, A degree in Drama is essential. ENGLISH. Candidates must have good qualifications in professional English, with special reference to the Junior School. MATHEMATICS. A qualification in Statistics is essential, and school teaching experience highly desirable. Half-time Lecturer in HISTORY. Candidates should have special experience in Medieval and Modern European History, but will be expected to contribute to general courses in History. Salary Scale: Burnham FE/ME. Further details from: The Principal, St. Mary's College, Strawberry Hill, Twickenham, Middlesex TW1 4SX.

General Vacancies

EDUCATION COMMITTEE
MID KENT COLLEGE OF
HIGHER AND FURTHER
EDUCATION
Department of Management and
Social Work Studies
PRINCIPAL LECTURER
IN ADVANCED
NURSING STUDIES
Applications are invited from suitably qualified applicants for the post of Principal Lecturer in Advanced Nursing Studies. To take charge of a section responsible for providing the full-time Health Visiting Course, Full-time District Nursing (SRN) and (SEN) Courses and the Part-time Fieldwork (SRN) and (SEN) Courses. The holder will be expected to lead research in this field and to contribute to the development of the Department of Management and Social Work Studies. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Management and Social Work Studies, Mid Kent College of Higher and Further Education, Maidstone Road, Chatham, Kent ME4 4TQ. Tel: 0634 41101. Forms should be returned by 29th April, 1983.

KENT
COUNTY COUNCIL
Roehampton
Institute
Digby Stuart
Freehold
Southlands
Whitlands
Courses offered by the Roehampton Institute of Higher Education are in continued studies leading to university first and higher degrees. The Institute seeks to make the following appointments in the Department of Psychology for a fixed-term period from 1st September, 1983 to 31st August, 1984.
LECTURESHIP IN PSYCHOLOGY
Required to assist with undergraduate psychology courses in: Introductory Psychology, Including Research Methods and Educational Psychology. Applicants require a good first degree in Psychology and should be able to teach or be near to completing a PhD. Salary (LII/SL scale) £8,855-£12,615 plus London Allowance £330 per annum. Further particulars and application forms may be obtained by writing to: R. A. Pennell, Assistant Secretary, Roehampton Institute of Higher Education, Roehampton Building, Digby Stuart, Southlands, Roehampton Lane, London SW16 6PH. Closing date for applications: Friday 22nd April, 1983.

Bedford College
of Higher Education
School of Human
Movement Studies
TEMPORARY
LECTURER IN
HUMAN MOVEMENT
STUDIES
Applications are invited for a temporary Lectureship in Human Movement Studies. The holder will be expected to lead research in this field and to contribute to the development of the School of Human Movement Studies. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the School of Human Movement Studies, Bedford College of Higher Education, Bedford Square, London WC1R 4EJ.

THE TIMES HIGHER EDUCATION SUPPLEMENT 6.43

Colleges of Technology

DEPARTMENT OF
HUMANITIES
LECTURER 11
In
AMERICAN STUDIES

Applications are invited for the post of Lecturer, commencing 1 September, 1983. The person appointed will contribute to the teaching of American Studies within the Institute's BA Joint Honours degree programme. Special interest in the Literature and Social History of the nineteenth century is being sought. Commitment will be required to single and interdisciplinary working and to team teaching. Salary will be on the Burnham FE Scale. For job specification and application form please telephone 01-568 8741 Ext 223 or write to: Asst. Principal (Academic Staff), West London Institute of Higher Education, Borough Road, Isleworth, Middlesex TW7 5DU. Closing date for receipt of completed application forms 3 May, 1983.

WEST LONDON INSTITUTE
OF HIGHER EDUCATION
HEAD OF
MANAGEMENT
CENTRE
Applications are invited for this key senior staff appointment. The holder will be expected to lead research in this field and to contribute to the development of the Management Centre. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Management Centre, West London Institute of Higher Education, Borough Road, Isleworth, Middlesex TW7 5DU. Tel: 01-568 8741. Closing date for applications 22nd April, 1983.

HUMBERSIDE
COLLEGE
of Higher
Education
Ealing College of
Higher Education
RESEARCH
ASSISTANT
We require a suitably qualified Research Assistant to assist in the collection and analysis of data for research in the field of human movement studies. The holder will be expected to lead research in this field and to contribute to the development of the Department of Human Movement Studies. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Human Movement Studies, Ealing College of Higher Education, Uxalan Road, Ealing, London W5 2AP. Tel: 01-871 1511. Closing date for applications 22nd April, 1983.

County of Avon
Bath College of Higher
Education
Applications are invited for the following one year temporary Research Assistant position commencing 1st September 1983 to 31st August 1984. The holder will be expected to lead research in this field and to contribute to the development of the Department of Human Movement Studies. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Human Movement Studies, Bath College of Higher Education, Bath, BA1 1BN. Tel: 01225 31111. Closing date for applications 22nd April, 1983.

County of Avon
Bath College of Higher
Education
PRINCIPAL
LECTURER AND
LECTURER GRADE
II IN HOME
ECONOMICS
Applications are invited for two appointments as Principal Lecturer and Lecturer Grade II in Home Economics. The holder will be expected to lead research in this field and to contribute to the development of the Department of Home Economics. The post is full-time and permanent. Salary will be in the range £12,000-£15,000 p.a. depending on experience. Applications should be sent to the Department of Home Economics, Bath College of Higher Education, Bath, BA1 1BN. Tel: 01225 31111. Closing date for applications 22nd April, 1983.

THE TIMES HIGHER EDUCATION SUPPLEMENT 6.43

Colleges of Further Education

THURROCK TECHNICAL COLLEGE
Woodview, Grays.

HEAD OF DEPARTMENT
OF TECHNOLOGY (GRADE V)
Required from 1st September, 1983. The Department provides a wide range of traditional full- and part-time courses in Mechanical and Electrical Engineering at Technician and Craft level, to serve industry and young people in the area. The department also contributes to the growing Youth Training programme. The Academic Board is currently reviewing the management structure of the college in which current Heads of Departments are likely to become Deans responsible directly for all aspects of course organisation and development but only indirectly for the resources (staff, accommodation, materials etc.). The Governing Body is seeking to appoint a graduate who has held responsible teaching and industrial posts involving expertise in the new technology of microprocessor applications and who has a flexible approach to college management. Salary Scale: Grade V Head of Department. Min. £14,879. Max. £16,305. per annum plus £231 London weighting. Application form and further particulars may be obtained from the Principal, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

ESSEX
County Council

CROYDON COLLEGE
FAIRFIELD, CROYDON, CR9 1DX
Tel: 01-888 9271-6
Applications are invited from suitably qualified and experienced persons for the following post. Outlets to commence on 1st September, 1983.
FACULTY OF BUSINESS & SOCIAL STUDIES
PRINCIPAL LECTURERSHIP -
DIRECTOR OF HOME ECONOMICS
The successful applicant will be responsible for the Home Economics Group including T2 Higher Diploma and Diploma full-time courses, teaching for 'A' levels, and a variety of other work. The salary for this post is in accordance with the current Burnham Further Education Award and is at present: £11,851-£15,016 plus the London Weighting allowance of £215. Further details and application forms may be obtained from the Vice-Principal, Croydon College, Fairfield, Croydon, to whom completed application forms should be returned within fourteen days of the appearance of this advertisement.

Administration

SENIOR
ASSISTANT DIRECTOR
£16,263-£17,316
(Subject to review)
This is a second tier post in the Senior Management Structure of the Education Department and the successful applicant will be responsible for the co-ordination of those sections which deal with Higher and Further Education, Community Education, (including Adult and Youth Services), and the Careers Service. "Home-moving" allowances up to £1,250 payable and temporary lodging allowances. This is a re-advertisement and previous applicants need not re-apply. The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. APPLICATION FORMS, RETURNABLE BY 22nd APRIL, 1983, AND FURTHER PARTICULARS MAY BE OBTAINED FROM THE DIRECTOR OF PERSONNEL AND MANAGEMENT SERVICES, P.O. BOX 88, MUNICIPAL BUILDING, DALE STREET, LIVERPOOL, L69 3GB. (Tel: 051 2273911, EXT. 709).

Research & Studentships

Camborne School of Mines

TEMPORARY RESEARCH ASSISTANT

V.L.F. (Geophysical Equipment)
£5,973-£6,693 p.a.

The Camborne School of Mines has been involved in the development of borehole logging systems and as a result of continuing support from the EEC, Dr. E. Kantaris, the Project Leader, now seeks a Research Assistant to assist with field work and to develop interpretation techniques. Applicants should have a degree in Physics, Maths or Electronics with three years' experience in a related field. A strong computing background in high level languages and the ability to work with 3-dimensional problems are essential.

The post is for a period of two years from the date of appointment. The candidate will be eligible for enrolment for higher degree.

The conditions of this post are governed by the NUC Conditions of Service for Local Authorities (APT & C Staff). The post holder is also eligible to join the County Council Superannuation Scheme.

Application forms and further details from The Registrar, Camborne School of Mines, Pool, Redruth, Cornwall. Closing date 22nd April, 1983.

The University of Leeds School of Geography RESEARCH DEGREES

Applications are invited from students who have or expect to obtain a first class or good upper second honours degree to undertake a research degree in one of the following areas: urban regional analysis and planning; urban development analysis; urban resource studies; and resource studies in the Third World. Applicants should have a good knowledge of English and a strong background in research. The successful candidate will be awarded a research scholarship of £5,000 p.a. and a research assistantship of £2,000 p.a. The post is for a period of three years.

NEGC award. One award is available and it will be used to support a student in research in one of the following areas: urban regional analysis and planning; urban development analysis; urban resource studies; and resource studies in the Third World. Applicants should have a good knowledge of English and a strong background in research. The successful candidate will be awarded a research scholarship of £5,000 p.a. and a research assistantship of £2,000 p.a. The post is for a period of three years.

Part-time research is available for both research study and the M.A.

University of Bristol Applications are invited for an S.S.R.C. STUDENTSHIP

to be studied with the Bristol University Development Study. The award is for a period of three years starting in September 1983. The successful candidate will be awarded a research scholarship of £5,000 p.a. and a research assistantship of £2,000 p.a. The post is for a period of three years.

Personal

THE 1983 SOCIETY is a social and cultural organization for students and graduates of the University of Bristol. It is open to all students and graduates of the University of Bristol. The society is based in the Bristol City Centre. The society is open to all students and graduates of the University of Bristol. The society is based in the Bristol City Centre. The society is open to all students and graduates of the University of Bristol. The society is based in the Bristol City Centre.

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Overseas

LEBANON

American University of Beirut

5 Assistant Professors
Department of Business Administration
(Reference 83 A 28-30)

3 Assistant Professors
Department of Chemistry
(83 A 31-33)

The American University of Beirut is a leading cosmopolitan English medium university. Founded in 1863 in West Beirut in a campus of 70 acres, it now has 4,500 students, male and female, from all over the Middle East. Throughout recent disturbances in Beirut it has continued to function almost normally retaining a significant proportion of expatriate staff. It has asked the British Council to assist in recruitment in the UK for British staff to augment their faculty as from the 1983 Academic year.

Duties: 5 Assistant Professors, Department of Business Administration, Teaching Specialty: (a) Marketing - Marketing Management, International Marketing, Marketing Research, (b) Accounting - Basic Accounting, Cost Accounting and Control, Auditing, Advanced Accounting, (c) Banking - Commercial Banking, Central Banking and Monetary Policy, (d) Business Economics and Statistics - Managerial Economics Quantitative Methods, Business Economics Statistical Methods - Business Research Analysis and Forecasting, Business Statistics, (e) Finance - Financial Markets and Institutions, Financial Management, Investment, 3 Assistant Professors of Chemistry, Teaching Specialty: (a) Analytical - Instrumentation - General Chemistry, Quantitative Analysis, Analytical Chemistry, Technical Analysis; Instrumental Techniques, (b) Inorganic - General Chemistry, Inorganic Chemistry (Lecture and Laboratory Courses, Co-ordination compounds, Inorganic Preparations), (c) Physical - Spectroscopy - General Chemistry, Chemical Kinetics, Molecular Structure, Chemical Thermodynamics, Advanced Laboratory.

All appointees will also teach graduate courses according to ability and degree. Extra curricular activities (eg athletics coaching) are welcomed.

Qualifications: Candidates, male or female must have a PhD, 1 or 2 year post-graduate experience is desirable. The upper age limit is 60 years. Some knowledge of Arabic would be useful but not essential.

Salary: US\$20,000-US\$27,000 per annum, taxable (£13,000-£17,000 at £1 = 1.6540).

Benefits: Return air fares for appointee and family (children under 16 years); baggage allowance; educational allowance; entitlement to enroll in AUB Hospitalization Insurance Plan; three summer months annual leave; some staff may benefit from accommodation on campus at special rates; or alternatively university help in identifying accommodation near campus. A 1 year contract, renewable, particularly for those able to arrange secondment is available, but 3 year contract preferred.

Starting date: late September 1983.

Applications should reach us by 22nd April, 1983 if possible.

For further details and application form, please write quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

UNIVERSITY OF CAPE TOWN

Research Officer: Economic Geology

Applications are invited for the above vacant post in the Department of Geology. The ideal appointment will be for a three-year period. The successful applicant will conduct research primarily in the field of Economic Geology and will also do some teaching within the Department. He or she will work closely with Professor L. Minter in the Department of Geology.

Appointees should have a PhD degree or equivalent research experience. Appointment will be made according to qualifications and experience in the salary range R2 057 to R22 173 per annum. Staff benefits include an annual bonus of 10% of salary, pension, medical aid and a housing subsidy subject to regulations.

Appointees should submit a curriculum vitae stating research interests, age, present salary, experience and qualifications. The data only need to be completed and the names of three referees.

Further information is obtainable from Professor A. M. Reid, Department of Geology, University of Cape Town, Private Bag, Rondebosch 7700, South Africa, by whom applications should be received by 31 May 1983.

The University policy is not to discriminate on the basis of race or religion.

TO ADVERTISE IN

THE S.S.R.C.

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ON
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THE TIMES
HIGHER
EDUCATION
SUPPLEMENT

Prity House,
St Johns Lane,
London EC1M 4BX



NATIONAL UNIVERSITY OF SINGAPORE DEPARTMENT OF ACCOUNTANCY

Applications are invited for teaching appointments ranging from Lectureships to Associate Professorships in the Department of Accountancy. Appointments will be made to fill vacancies in each of the following groups:

- (1) Financial Accounting
- (2) Cost and Managerial Accounting
- (3) Auditing
- (4) Legal Studies and Taxation
- (5) Management Information Systems

The Department of Accountancy conducts courses to approximately 1,000 full-time students reading for the Bachelor of Accountancy (B.Acc). Selected staff in the department may also participate in the teaching of the Master of Business Administration (MBA) degree course conducted by the School of Management.

Applicants should possess at least a Master's degree in Accounting and relevant professional qualifications for appointment to the first four groups. For group (5), applicants must possess a PhD degree.

Gross annual emoluments range as follows:
Lecturer \$27,510-£7,040
Senior Lecturer \$31,870-£8,500
Associate Professor \$37,430-£10,170

(STGE1 = \$33.10 approximately)
The commencing salary will be dependent upon the candidate's qualifications, experience and the level of appointment offered.

Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 23% of his salary subject to a maximum of \$3890 p.m., and the University contributes 22% of his monthly salary. The sum standing to the staff member's credit in the Fund may be withdrawn when the staff member leaves Singapore/Brunei permanently.

Other benefits include: a settling-in allowance of \$51,000 or \$52,000, subsidised housing at rentals ranging from \$3100 to \$3218 p.m., education allowance in respect of children's education subject to a maximum of \$512,000 p.a., passage assistance and baggage allowance for the transportation of personal effects to Singapore. Staff members may also undertake consultation work, subject to University approval, and retain consultative fees up to a maximum of 60% of gross emoluments in any one year.

Application forms and further information on terms and conditions of service may be obtained from:

The Director,
Personnel Department,
National University of
Singapore,
Kent Ridge,
Singapore 0511
REPUBLIC OF SINGAPORE

Mr. R. E. Sharma,
Director,
NUS Overseas Office,
6 Chesham Street,
London BW1
England.
Tel: (01) 235 4562.



NATIONAL UNIVERSITY OF SINGAPORE DEPARTMENT OF JAPANESE STUDIES

Applications are invited for teaching appointments in the Department of Japanese Studies. The department has currently more than 200 students taking courses in languages, literature, diplomatic history and economic history.

The vacancies are in the following fields:

- 1) Japanese language;
 - 2) Japanese economics and economic history;
 - 3) political science, with a focus on domestic politics.
- For the post in Japanese language, the candidate should possess at least a Master's degree, and have teaching experience in Japanese. Preference will be given to candidates who are able to teach contemporary Japanese culture. For the other positions, candidates must have a PhD degree and relevant teaching and research experience.

Gross annual emoluments range as follows:
Lecturer \$27,510-£7,040
Senior Lecturer \$31,870-£8,500
Associate Professor \$37,430-£10,170
Professor \$41,490-£12,620/\$51,010-£14,170

(STGE1 = \$33.08 approximately)
The commencing salary will be dependent upon the candidate's qualifications, experience and the level of appointment offered.

Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 23% of his salary subject to a maximum of \$3890 p.m., and the University contributes 22% of his monthly salary. The sum standing to the staff member's credit in the Fund may be withdrawn when the staff member leaves Singapore/Brunei permanently.

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Application forms and further information on terms and conditions of service may be obtained from:

The Director,
Personnel Department,
National University of
Singapore,
Kent Ridge,
Singapore 0511
REPUBLIC OF SINGAPORE

Mr. R. E. SHARMA,
Director,
NUS Overseas Office,
6 Chesham Street,
London BW1
England.
Tel: (01) 235 4562.

Closing date: 30th September, 1983.

Overseas continued

WAIT

Western Australian
Institute of Technology

Limited Term Appointment (Three Year Contract) PRINCIPAL LECTURER ACCOUNTING

The School of Accounting desires to appoint a person who will provide academic leadership in teaching, research and development in one of the following areas: financial accounting, managerial accounting, government accounting or auditing.

Applicants should possess a higher degree in accounting, preferably at doctoral level. Applications will also be considered from persons with exceptional industrial/public/government accounting experience at a senior level in lieu of a higher degree.

The successful applicant will have a background which includes significant industrial and/or academic experience, and will be capable of contributing to the review and development of academic programmes as well as providing leadership, assistance and encouragement of staff initiatives, especially in research and publication. (Ref 563)

Annual Salary: \$26,885 per annum.
Qualifications: Candidates with lesser qualifications than stated above will be considered at a level commensurate with their qualifications.
Conditions include: a three year contract; a salary scale; a pension scheme; a superannuation scheme; a housing allowance; a travel allowance; a research allowance; a professional development allowance; a family allowance; a medical allowance; a dental allowance; a life insurance allowance; a gratuity allowance; a terminal leave allowance; a sick leave allowance; a parental leave allowance; a study leave allowance; a sabbatical leave allowance; a research leave allowance; a teaching leave allowance; a non-teaching leave allowance; a casual leave allowance; a long service leave allowance; a compassionate leave allowance; a bereavement leave allowance; a maternity leave allowance; a paternity leave allowance; a parental leave allowance; a study leave allowance; a sabbatical leave allowance; a research leave allowance; a teaching leave allowance; a non-teaching leave allowance; a casual leave allowance; a long service leave allowance; a compassionate leave allowance; a bereavement leave allowance; 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Don's diary

Monday

Springtime! I awake to a howling gale and grit my teeth: my diary says I start today with a 30 mile drive to central Lancashire. Drop my youngest son at school and head for the M6, 8.50.

Driving rain and flurries of sleet. Poor visibility; there's a 40 mph speed limit. They didn't tell me when I took this job that I should buy a car and expect to travel. I thought I would lecture in a college of education.

Whoops! Nearly miss the junction with the M61. I make Chorley Woodlands - the county in-service centre - slightly late. The history inset panel is an amiable group. By courtesy of the history advisor we discuss, over coffee and buttered scones, the county in-service provision in the humanities for the 7-14 age group.

12.35 pm I leave in watery sun-shine. Approaching the M61 the sky turns grizzly. The car flirts and flutters in westerly crosswinds but I make it to home base. No lunch today. Little time and no change; the sandwich machine doesn't take these new-fangled 20 pieces.

1.30 pm Lecture to a dozen third-year BA students: the effects of the Great War upon Russia. We follow with a seminar on the influence of Nicholas II and the imperial family. We're heading for the Revolution!

Two hours on Russia is enough. I snatch both a cup of tea and a quick word with two colleagues. The college office wants me; some minor problem over duplicating material. A brief internal phone call and then I'm off. Not home. It's only 3.55 pm.

Another in-service meeting at a local primary school: it concerns a curriculum development project on the local heritage. The same county advisor is there: I represent the college. We listen and talk and are shown the children's work: a commendable achievement. With a bit of luck I will be home by six o'clock.

Damn! I forgot to take some meat from the deep freeze this morning. The family's hungry; cheese soufflé will be the main course tonight. As I break the eggs I reflect. There are some essays to mark, some teaching practice reports to compile and tomorrow's lecture to peruse.

Tuesday

It might be the back end of the year: gusts of rain and a moaning wind. I leave my family at home; my youngest son has a streaming cold. 9.0 am. My second lecture in part one computer studies. I'm only a historian but I try to explain the social impact of the microprocessor to a depleted audience. Maybe it's too early - or too inelegant - for such sort issues. 10.0 am. Move to the main lecture theatre to join the first year history students.

Cough! In the senior common room at coffee time by people with sundry matters to discuss. There is a constant process of evaluation operating in colleges: it produces endless change and some insecurity.

11.30 am Back to my room to finalize next term's method programme for the history graduates. Further discussion with colleagues. The subject? A new in-service course for history teachers beginning next autumn but there are two preliminary sessions imminent. We sort them out to our satisfaction. I reward myself with a tuna wholemeal sandwich from the machine.

Afternoon. I had planned to make my 26th teaching practice visit of the term to a local primary school. I've had a mixed bag to supervise: post-graduate historians and second year BED students. My patch has covered a sizeable triangle in Cumbria and Lancashire: Carlisle, Dalton-in-Furness and Heysham are the furthest points. Today I cancel the visit. My student is ill. The unexpected free time is welcome for the odds and ends. First sift the mail: mostly inter-

nal. Then visit the registrar's office at his request to consider certain applications. Back in my room I correct some examination proofs, check and alter the history entries for the new prospectus, write a couple of memos and compose a letter to the vice principal.

Tea and more earnest chat. A student calls with an essay; another to talk about next year's courses. Think of tomorrow: some discussion material to photocopy. Other sheets are still being duplicated. They're promised for five o'clock: it's 5.10 when I retrieve them. Spread out the pages in my room. Collate five piles into brown manila folders for next morning's session. No intellectual challenge here: a routine chore but part of the job. Home by 5.50 pm. Catch up on the day's news, though there seems little. Roast lion of pork tonight, with all the trimmings.

Wednesday

Rain, rain and more rain! 9.15 am. I hurry along to the campus to a third year workshop session of environmental studies. These BED students hope to teach in primary or middle schools next year. Discuss the matter of curriculum planning, using the experience of the local heritage project. Positive feedback. Advisors and lecturers facilitate curriculum innovation; teachers contribute immediate classroom experience; everyone cooperates in planning; teachers then implement and evaluate the scheme with pupils; students study schemes and outcomes.

11.0 am Coffee, then pick up the mail. 11.30 am Assessment meeting for the Postgraduate Certificate of Education. The external examiners' comments are succinct and encouraging. Finish early. Lunchtime should be peaceful. No teaching this afternoon: half day, set aside for sport.

I gaze outside at the deepening puddles - dimpled with drops. Raucous shouts tell me someone is playing soccer. What it is to be young! Head down. Concentrate on reports for teaching practice students. A mid-afternoon interview with a BA applicant from County Durham. We're both early, so first I chat informally. There's an exhibition of ceramics in the senior common room. Staff sip tea and chatter around the display. Late afternoon: reports all finished, memos written. I'm free to go. My homemaker spaghetti bolognese for dinner this evening. We might even open a bottle of wine!

Thursday

A sunny morning at home, marking third-year essays. I make a lunchtime detour to a secondary school; bearing copies of 1851 census returns, borrowed for an urban study. Warmest thanks! In college I hold a short "surgery" for school practice students. An afternoon meeting: the faculty of academics us of recent developments: we are now used to flux. Home late for a mixed grill. Still more marking to do.

Friday

I catalogue today's tasks, pressing but trivial. People and paper! My day is laced with well-meant interruptions. Lunchtime evaporates. 1.30 pm and I'm back at the college again. Apathy reigns.

Tea to revive me. Then a late afternoon "surgery" somewhat prolonged. 6.15 pm. Turn down the radiator, oh dear! All the lights - Bursar's home where the family is waiting. Tomorrow I've a book to write. Meanwhile I've the scraps and chips from our local.

Margaret Shennan

The author is principal lecturer and head of history at St Martin's College, Lancaster.

A few years ago smoking in classes, lectures or seminars seemed to have almost disappeared. Recently it has started creeping back. It is a most unwelcome development for those of us who do not indulge in the habit. Higher education institutions are or try to be relatively democratic institutions. Thus plenty of lectures find themselves in a dilemma about whether smoking should be allowed or not. To lay down the law with no smoking rules smacks of the authoritarian, and that is an image all of us want to avoid. Some dedicated pedagogues even wonder whether refusing to allow the addicted to indulge will reduce them to twitchiness, failure to concentrate and other withdrawal symptoms, which will make learning impossible. If the lecturer does not take the lead it will be even harder, however, for other participants to risk the disapproval of their smoking colleagues. One way out I have used following the example of the Labour Party conference, pushed by the splendid Social Health Association, is to take a vote on it confident that the anti-smokers will all ways win. Without that confidence I might be willing to risk the authoritarian label.

My justification is that some people's freedom is other people's discomfort: foul smell, smoky atmosphere, ambling eyes and sore throat. This raises a more general question about smoking in any public place, its a more authoritarian line needed from governments, local authorities and indeed any organization that must provide facilities? Last night I began with public transport. For those of us who have never managed to shake off our childhood affliction of travel sickness there is nothing more conducive to militancy in any private anti-smoking campaign we might dare to conduct than people who smoke in cars. The only worse place to smoke is bed. However, cars like beds are privately owned and therefore subject to private negotiation. Buses, trains and planes are not. Smokers will reply that they all have non-smoking sections. But should that continue? I know the Germans are meant to be disciplined and obedient, but if they can get rid of all smoking on public transport in West Berlin, as I recently discovered, why can't we? There are three reasons why non-smoking sections don't work: first some people do not observe the rules. The reply that can politely ask them to refrain won't do. Has anyone ever tried to ask a group of half-placed soldiers on their way back to Aldershot all smoking in a non-smoking compartment to stop doing so? Second there is not always enough room in the

Lecturing through a smokescreen



Tessa Blackstone

non-smoking sections as the familiar "upstairs only, love" on London buses demonstrates. Third even where there is room the non-smoking and smoking sections are not sufficiently segregated to protect the sensitive non-smoker from the poisonous fumes of his or her smoking fellow travellers, as anyone who has travelled Inter-City with British Rail or on any aircraft other than the wide-bodied variety will have discovered.

Turning to places of entertainment, for many years British theatres have not allowed smoking in the auditorium. Why British cinemas have not followed suit is not clear. Presumably falling cinema audiences have made the theatre of losing the nicotine addicts too. But have they ever reflected that continuing to admit them may deter others who loathe having the cigarette waste of their neighbours' lungs blown all over them?

Similarly few restaurants have become no smoking establishments. While most people now ask their companions if they mind before they light up between courses - another particularly unpleasant smoking habit I have yet to find anyone asking the people at the next door table if they mind. Only the most brazen smoker will have sufficient courage to ask a stranger in a restaurant if they would mind refraining from smoking. Perhaps that time will come. At present there is no redress

in eating or drinking establishments. Some time ago I participated in a radio discussion on public houses and why people go to them. I decided to do a little research beforehand, since for me they have tended to have purely utilitarian functions: somewhere to stop for a quick half pint and a pie on a long walk; somewhere to fill in time briefly before a film or a play or a place to meet a friend, which unlike the street outside will be warm and dry. I visited several pubs, sat at the bar and talked to strangers about why they were there. My findings I will leave to another time. It was, however, an interesting experience which I enjoyed. I discovered the social role of the pub of which I had previously been unaware. However, the experience was marred by one thing. Cigarette smoke so filled the atmosphere in each case that my clothes smelt for several days after.

Much of the public campaign against smoking has been directed at advertising. While I endorse all that has been said by those who wish to see it restricted I wonder whether too much attention has been paid to this and not enough to smoking in public places. Legislation against tobacco company advertisements is one way of preventing more people from starting to smoke and preventing those who already smoke from smoking more. Legislation against smoking in public places protects the non-smoker from the effects of smoking as well as reducing the time and places in which those who indulge can do so, presumably thereby affecting their overall consumption.

Perhaps some of us should also be more courageous about saying no in private places? One such private place is one's office. One of my professional colleagues smokes cigars at 10.00 am meetings. I have not yet dared to incur his wrath by asking him to put it out. I have, however, decided to follow the example of another colleague by putting a no smoking sign in a prominent place. Copping out perhaps, but professional women are more frightened than most of acquiring a reputation for bossiness, a label which is applied, often unfairly, at the first possible opportunity. As to one's own home, I have noticed that more smokers now ask if they can smoke, but I have never felt able to say, "I'd rather you didn't", for fear of seeming childish when they have been polite enough to ask. The only place where I have always been able to play it tough is in bed. Any man who lights a fag there gets the Lysistrata treatment. But it's quite a big step from that to, "If anyone smokes, I won't lecture!"

Union View

New Zealand - a system at full stretch

The New Zealand university system comprises six universities and an agricultural college and in July 1982 had a total roll of 54,149 students. New Zealand's universities continue to be funded through quinquennial block grants and successive governments continue to be committed to the principle of open entry.

Open entry essentially means that students who are 16 and have passed a traditional academic qualifying examination or anybody aged 21 with or without formal qualifications may enter university. Declining support in the area of student assistance grants coupled with the recent abandonment of a summer job scheme for students, however, leads one to conclude that this aspect of New Zealand's university system is under threat. There is a potential danger of more the preserve of the rich.

Similarly, in the late 1970s, universities were not reimbursed for inflationary increases in non-salary items. The consequence of this as reflected by the Planning Council in 1979 was that academic staff numbers are now about 500 less than would have been employed had the intended ratio of staff to students been maintained. This decline has continued and the association estimates that more than 700 additional academics would need to be employed to maintain the present level of teaching.

to reach a staff-student ratio approximating 1:10 which had been recommended by the University Grants Committee in the mid-1970s. At the beginning of the current quinquennium (1980) this would have represented an increase to the academic staff establishment of about 20 per cent.

This quinquennium was funded on the basis of projected student numbers and for the first time included a trigger mechanism provision whereby aspects of the grant should be reviewed if student numbers varied by more than 1,000 from those forecast for aggregate internal and external university rolls. For the first time also there was provision for inflationary increases in non-salary items.

Because students numbers have increased much more rapidly than was predicted, the block grants were reviewed in September 1981 and provision made for extra staff to amount to an increase in dollar terms of approximately 1 per cent. In December 1981, immediately following the general election, university expenditure was cut by 3 per cent to be phased in over three years, as part of a general cutback in public expenditure. The system had thus been cut at several levels: 2 per cent despite continuing rising rolls.

Before the quinquennium ends in March 1985, we are likely to see the trigger mechanism activated as student numbers continue to increase at a faster rate than was predicted.

The author is executive secretary of the Association of University Teachers of New Zealand. This is the first of a quarterly series of contributions from overseas. The other organizations contributing will be the American Association of University Professors, the Canadian Association of University Teachers, and the Federation of Australian University Staff Associations.

Rob Crozier

The author is executive secretary of the Association of University Teachers of New Zealand. This is the first of a quarterly series of contributions from overseas. The other organizations contributing will be the American Association of University Professors, the Canadian Association of University Teachers, and the Federation of Australian University Staff Associations.

LETTERS TO THE EDITOR

Bernard Crick and Sir Harold Wilson

Sir, - Why must Bernard Crick be so disagreeably waspish (*THES*, March 25)? His notorious article in *Political Quarterly* 1971 ought to be the sort of embarrassing thing which any respectable academic should be happy to leave buried in a forgotten grave. Not only was the article highly personal and verging on the insulting - it should have been marked and returned to Bernard Crick with an observation to the effect that political analysis is about objective evaluation of fact and not about intemperate vituperation.

Now we are treated to an account of a conference held in London under the auspices of the Politics Association. Many of the points made in the article are inaccurate and others are misleading. I happen to know that questions to Sir Harold Wilson were not "laundered". On the contrary, Sir Harold was offered sight of the questions in advance but declined to view them. In view of the 1971 article of which Crick appears so proud, it was also thought prudent to ask Wilson whether he would object to Crick being his chairman. In a very open-handed way Sir Harold said that he would have no objection whatsoever.

It is perfectly possible to disagree with Wilson's methods of administration and with his political stances. I myself as a member of another political party, have frequently done so. What is a bit rich is for a political scientist with some claims to distinction to make such blatant use of the *argumentum ad hominem*. Wilson's

achievements as prime minister were considerable and included the encouragement of positive educational advance through the creation of the Open University, the development of the polytechnics, the expansion of the university system and the extension of mandatory awards to HND students. Another very important educational improvement was the recognition of the right of full-time students at the long-term residential colleges to statutory grant aid.

But to all these Bernard Crick prefers the juicy odour of scandal to the crooked blade of innuendo. What on earth has Bernard Crick done for "his" party? Do his achievements in any way indicate that he can be considered in the same league as Wilson? Surely not.

When distinguished public figures now in retirement consent to talk to young people in the light of their experience, they should be viewed in a critical spirit and their words viewed against their deeds. No one can possibly object to that - in fact, it is an essential part of the exercise. What is intolerable is that someone like Bernard Crick should use such an occasion and then the columns of *THE THES* for the pursuit of a bad-tempered personal vendetta.

Yours faithfully,
DAVID J. HERD,
Past Chairman,
Lancashire Branch of the Politics Association.

London nursing

Sir, - I would like to comment upon the item about the report of the working party on nursing studies within the University of London (*THES*, March 18).

The implication of this was that the nursing degree courses at Bedford College and Chelsea College were being compared. This is an invalid comparison of two courses at very different stages of development. The course at Chelsea College has been running for some time and is within an established department with its own chair. On the other hand the course at Bedford College is new (having had only two intakes of students), and is within the department of sociology. This course is still at a very early stage and is subject to the normal developmental problems of any course situated in two so widely differing institutions as a hospital and a college. Is there any reason to expect that these would not be overcome?

It is also important to consider the wider educational implications of the recommendations of the working party. The nature of the academic emphasis within existing nursing degree courses is variable. It encompasses those with a strong biological, strong psychological, and a wide-ranging biopsychosocial emphasis.

No course, other than that at Bedford College, brings a strong sociological perspective to the study of nursing. If the recommendation of the working party is accepted, the particular approach of the sociological perspective, so badly neglected in relation to the nursing profession, will be lost.

The survey also covered the area of personal skills in which the respondents were asked to rank in order of preference their perceived need for further training in 12 areas.

Yours faithfully,
JENNIFER BOORE,
Lecturer in Nursing Studies,
University of Hull.

Sociologists' merits

Sir, - As a sociologist I can only agree with Robert Moore about the merits of sociology students (*THES*, March 25). As an engineer I have to add that their technological literacy limits the contribution they can make to industry, to this discussion and to life generally in a technologically-based society.

Yours sincerely,
GEOFF BECKETT,
Head of Engineering Education Project,
Leicester Polytechnic.

Letters for publication should arrive by 10.30 am. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

PNL Inquiry

Sir, - I read with interest your report of March 18: "Joseph orders leaving bias inquiry at PNL, and the pieces in the following edition (March 25) in which you correctly report the validation of our new degree proposals by the Council for National Academic Awards after a visit on February 23. I was, therefore, sad to learn that the allegations of bias made by Lady Cox when she was head of sociology of the Polytechnic of North London (and prior to my appointment as head in 1978) have been revived and extended by a former employee (supported by Lady Cox).

Sir Keith Joseph has recently launched his white paper on teacher efficiency called "Teaching Quality". I

Gladstone's achievement of being prime four times has been repeated by Bernard Crick in your columns as well as at the Politics Association conference, which should certainly have put him right.

At the general elections of 1868, 1880, 1885 and 1892 Mr Gladstone led his party to victory and subsequently became prime minister of Liberal governments which each time replaced Conservative governments in office. Sir Harold Wilson gained similar victories only twice, in 1964 and February 1974. Labour victories in the elections of 1966 and October 1974 resulted merely in the continuation of the Wilson administrations.

Moreover, if we count this retention of a majority as becoming prime minister, then Lord Salisbury also scores four. He formed his first government in 1885 following Gladstone's defeat in the House of Commons, won the general elections of 1886 and 1895, and retained power at the election of 1900. Mr Baldwin, who became prime minister in May 1923, November 1924, June 1935, and won the general election in November is another who scores four on Wilsonian lines.

But the only one with the distinction of winning four separate elections and serving four separate periods in office as prime minister is Mr Gladstone... so far!

Yours faithfully,
JOHN R. HOWE,
The College of St Paul and St Mary,
Cheltenham, Gloucestershire.

Engineers' skills

Sir, - Your report of the survey by Leicester Polytechnic showing that engineers in general "have very little all round training" (*THES*, March 18) raised issues that cover far more than just engineers and engineering training.

The problems of lack of management skills, poor communicating ability, etc. are not merely confined to engineers but are quite common in all fields where people are primarily trained in a technical or scientific discipline (and not uncommon in other fields).

The technical management unit at the polytechnic has recently completed and published a report of technical managers' activities and training needs. A total of 263 technical managers from all employment sectors responded by questionnaire and selective follow-up interview.

Of the 15 areas of activity surveyed people management ranked first with a 93 per cent response and interpersonal activities ranked third with an 83 per cent response. When asked to rank the same 15 activities in terms of how problematic each was, people management again ranked first with a 34 per cent response. Interpersonal activities however only ranked eighth with a 4 per cent response.

The follow up interviews showed quite conclusively that the respondents differentiated (unconsciously) between their competence in the field of interpersonal activities and the effect that this activity had on influencing other people (ie "I communicate well - it is the other people that do not listen").

The survey also covered the area of personal skills in which the respondents were asked to rank in order of preference their perceived need for further training in 12 areas.

of personal skills. "Personal efficiency" and "time use" were ranked first and second respectively whilst "effective speaking" and "effective writing" were ranked tenth and last respectively.

As to the Leicester Polytechnic survey's "detailed statement of the goals of engineering education" and how they can be met through university and polytechnic courses and industrial training I would offer the following suggestion based on my work in the technical management unit and work on personal skills development courses:

1 As well as the primary engineering discipline, academic courses should concentrate on people management/interpersonal skills, the control of change/innovation and the control of monetary expenditure.

2 Development of basic personal skills should form a large part of any course (as opposed to theoretical business education).

3 The development of interpersonal skills should be related directly to the area at which they are aimed influencing other people.

4 In terms of industrial training the two major training areas to consider are the primary discipline and/or people management practices are acquired when dealing with relatively low numbers of people, subsequent increases in staff numbers or sphere of influence bring little in the way of increased problems.

5 The problem is not one-sided and there is a good argument for including basic engineering inputs on all undergraduate courses.

Yours sincerely,
IAN BARCLAY,
Tutor Technical Management Unit,
Huddersfield Polytechnic.

am sure that he well understands that one of the chief reasons why heads in schools and colleges have been reluctant to act in cases where members of staff have been unable or unwilling to fulfil the terms of contract is that they have been afraid of repercussions and of failure to get support from higher authority.

Heads know that in a proportion of cases they, or their department or schools, will be subjected to slur or to the false allegation. They suspect that when mud is thrown some fear is bound to stick. What they fear most is lack of support from superiors. What they have a right to expect is that they will be supported by the authorities right the way up to the top.

Allegations must, of course, be

Other side of Finland

Sir, - Though the intellectual climate of contemporary Finland is scarcely darkening, the bleakness portrayed in Donald Field's depiction of the Finnish scene (*THES*, March 18) is so contrived as to be quite offensive.

His account is doubly distorted. In the first place, everything is laid at the door of Finland's relations with the Soviet Union. "The intellectual climate", Fields writes, "like all vital facets of Finnish life, is ultimately determined by external relations". Nothing could be further from the truth. The idea that the great bear breathes down the neck of every Finn as he thinks, writes and goes about his everyday business is a fiction perpetuated by foreign correspondents for whom the only realities are geopolitical, and by a handful of rightist politicians who have brought little credit to their country. The freedom enjoyed by Finnish citizens in the conduct of their lives, both intellectual and otherwise, is not illusory but real, and hard won.

In the second place, Fields's view of Finland is clearly a "Helsinki-centred" one. How else could he characterize Finnish theatre in terms of the antics of one unorthodox director who happens to be in vogue in the Helsinki school of acting? No account is taken of the many lively companies operating in the provinces, nor of the exceptionally high level of public interest in the visual and performing arts, not to mention the constant outpouring of literature and poetry in the Finnish language - for which the demand appears insatiable despite the small population.

In another characteristically sweeping statement, Fields declares that "journalism and broadcasting are trivial... because of... the essence of a truly gutter press". One would think this latter point would prove the contrary. At any rate, one of the delights of the Finnish newspaper industry is the plethora of local papers which are often the only realistic and creative than those dull, Helsinki dailies which seem to contain less, the thicker they become.

It is true that the real intellectual life of Finland is not much in evidence in her universities. They are crippled by the remains of an obsolete academic hierarchy, by the flood of students fed on a school curriculum that stifles initiative, and by linguistic isolation. An aging, stultified and highly conservative professional class - to a disproportionate share of public power in government and administration, leaving junior lecturers with a heavy burden of teaching that they have no time for independent research. In the intellectual vacuum so created it is easy for the second-rate and the hackneyed, to gain a foothold.

However, I believe that Fields has come to his negative conclusions because he has looked for intellectual life in the wrong places. It is not principally to be found in Finland's academic institutions, nor among the aspiring but cliché cosmopolitans of the capital city, but in the homes and workplaces of ordinary people throughout the country, where a visitor will find an awareness of current affairs, and of art and literature; that will make him feel ignorant by comparison.

Yours sincerely,
TIM HINGOLD,
Department of Social Anthropology,
University of Manchester.

The failure of the university employers to protect in any meaningful way the university community from the savagery of the Government's cutbacks the fact that it can be more financially advantageous to be a police sergeant than to be a lecturer in forensic medicine, the realization that redundancy is not something which merely happens to manual workers in heavy industry, have all helped to bring a new realism and understanding of their position to many grades of university staffs.

One of the major reasons why the Government found universities such an easy target, was their isolation, an isolation which was in large part deliberately fostered by the leaders of the university community.

The Trade Union Side of the Central Council for Non Teaching Staffs hopes that one of the longer term effects of this somewhat shattering experience will be the final destruction of the medieval concept of the university as a type of secular monastery within, but not part of, the rough and unlettered world outside its gates.

It must surely now be evident to all within the university sector that no political party is going to devote increased resources to universities until universities themselves generate the popular support which the mistaken policies of the past have so drastically alienated.

Yours faithfully,
NOEL G. PARRY,
Head of Department of Sociology
and Chairman of the Faculty of Social Studies,
Polytechnic of North London.

Union View

A common strategy makes common sense

One of the central trends in pay bargaining in the public sector over the last two years has been the coming together of individual sectors within the public service in joint wages claims, co-ordinated by the TUC.

One example has been the agreement reached at the TUC and its committees, by the public sector unions to co-ordinate their wage claims around a common pay strategy. So far as universities are concerned, there are four main negotiating committees - for manual and ancillary workers; technicians; administrative and clerical workers; and academic staff.

The process of co-ordination has until this year depended upon fairly informal contacts, but in this year's round of negotiations, it was agreed that the commitment of all the trade unions within the university sector to a common pay strategy should be put into a more practical form. Since early 1981 when the Universities National Joint Union Committee to co-ordinate the university sector trade unions at national level, there has been, of course, an exchange of information prior to the separate negotiating committees submitting their individual wage claims. This year, that process was taken a stage further by the setting up of meetings of the chairman and secretary of each of four trade union sides to discuss in advance of the sides determining their wage claims, the respective objectives decided by the individual trade unions, and to coordinate the submission of those claims and the process culminated in the incorporation of the common core element within all four wage claims submitted in each of the negotiating committees - restoration of eroded living standards; reduced working time where appropriate; special protection for low paid workers.

Coordination of this sort might seem a matter of common sense. It is, however, immensely difficult in practice to achieve; since the sectional interest of different groups of staff may be very difficult to surmount and it can be, and frequently is, necessary for individual trade unions, or groups within trade unions, to subordinate parts of their pay policies in the interests of achieving a common policy. Employers in the past have not been slow to exploit such differences.

The failure of the university employers to protect in any meaningful way the university community from the savagery of the Government's cutbacks the fact that it can be more financially advantageous to be a police sergeant than to be a lecturer in forensic medicine, the realization that redundancy is not something which merely happens to manual workers in heavy industry, have all helped to bring a new realism and understanding of their position to many grades of university staffs.

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